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Junior College Objectives

[EDITORIAL]

The recognition that has come to the junior college seems almost too good to be true; if possible even too good for the junior college. One is almost inclined to ask if it might not have been better if junior colleges had been compelled to serve a longer and severer period of trial before being granted such a well-established and creditable place. Only five years ago the writer sat in a conference with representatives from certain four-year colleges for the purpose of trying to reach an agreement on the number of hours of credit to be allowed in the four-year colleges to those students transferring from junior colleges. After prolonged discussion one of the senior professors in a prominent four-year college seriously proposed that the matter be adjusted by having all junior colleges agree to give only one year of college work. Today that same college is asking each year for the list of seniors in the better junior colleges in the state and gladly gives full two-year credit to all graduates recommended by these junior colleges.

A short while ago not a few four-year college folk were inclined to look on junior colleges as ambitious high schools, and as furnishing a desirable place for those students who had been "graced" through

high school and who could not or should not enroll in a regular four-year college. This idea first tottered and then fell after surveys had shown that certain junior colleges, in proportion to the total enrollment, are enrolling more high-school valedictorians and salutatorians than any four-year college in the state where the test was made.

Not infrequently it has occurred to certain more or less friendly advisers of the junior colleges that they should feature, in the main, certain terminal courses because most students who enroll in a junior college should not aspire to move on after two years to the junior class of the four-year college. This advice was shown to be without any foundation of fact by a survey, extending over a five-year period, which showed that in at least three important respects the students who spend the first two years in a junior college and then transfer to a four-year college surpass in their junior and senior years the students who spend all four years in a four-year college.

In some outstanding four-year colleges the number of students who enter the freshman class and drop out after only one or two years is quite as large, in proportion to the total enrollment, as the number

who enter a junior college and terminate their college work in it. There would, therefore, appear to be as much argument in favor of the four-year college setting up courses which are to terminate with the sophomore year as for the junior college to feature two-year terminal courses.

To be sure there are certain courses which may be rounded out in two years and prepare a student to earn an independent income, as for instance the two-year secretarial course, backed up by classes in English, history, and sociology for cultural purposes, or in home economics, together with cultural subjects which will prepare a young woman to be a more intelligent homemaker and to exert a better influence in her community.

Our observation has been that the students who enter the better junior colleges, those that are accredited by the standardizing agencies, are the same type of students who are entering the four-year colleges. In the main they are not students who cannot or should not have a Bachelor's degree; nor in the main are they students who should be encouraged to take courses to terminate at the end of the second year. For the most part they are students such as the average four-year college would be glad to have, as evidenced by the fact that they have put forth serious efforts to secure them.

Is it not about time to drop the word "terminal" from our catalogues and also from our conversation with young men and women who should be seeking an education? Railroads have terminals. Education is not a railroad, but rather a life. There will be sufficient inducements to the youth who is on

the road to an education to be switched off on the track that enters the "round house" without having the idea emphasized by the college catalogue.

Junior colleges, like all institutions of higher education, will draw from 75 per cent to 90 per cent of their students from the territory near the college. There may be special local needs which should be carefully considered in determining the objectives, and the courses to be offered, in a junior college. If the institution is located in a mining territory, pre-engineering courses might be important for that junior college, if near a large manufacturing center or a fruit-growing and packing center, or in the midst of dairy operations, then courses leading to technical training in these various fields should find a place; or if near a large textile industry that fact might well be considered by the industrial leaders and the college officials.

A junior college with which the writer is quite familiar is in a state in which it has been the practice that if a young woman wanted to teach in the public schools she was forced to attend a state school to secure her training, because no private school in that state was offering the required courses leading to the normal professional certificate. Not a few young women who wanted to teach in the public schools in that state wanted also to attend a private training institution. This private junior college put in the necessary courses in Education and it has been accredited by the State Board of Education. The following year four other private junior colleges in the same state put in the same courses, and young women in that

state who desire to teach may now exercise their choice in selecting a college. By this move the educational system of the state was not impoverished but enriched.

Young men and young women were not made for junior colleges but junior colleges were made for young men and women. We must keep ever before us the fact that while junior colleges have had phenomenal growth and recognition, yet they are infants in the educational program. Thirty years is as but a day. Institutions that have lasted on and on have done so because they ministered to a permanent and real need. Colleges are no exception to this rule. An individual junior college, and the junior college system, will live and thrive in proportion as it meets a need in the development of young women and young men. Otherwise it should not expect to live. We conclude, therefore, that the junior college objective is not to provide a place especially for the "bright" girl or the "dull" boy. It is to provide a place where the bright student, the dull student, and the average student, who can profit by a college education, may have an opportunity to develop the talents which God has given them. The need for individual attention and direction, and not the color of the eye or the skin or the hair, makes him or her succeed in the junior college.

J. W. CAMMACK

STUDENT OPINION AT LASELL

From an editorial in *Lasell Leaves*, the student monthly of Lasell Junior College, formerly Lasell Seminary, the following excerpt is taken:

Now that the name of our school has been officially changed to that of Lasell Junior College, we have been tempted to take stock of not only that which the junior college has to offer but also to pass in review the courses Lasell has been and is offering today.

The first question with which we are confronted is, "Why did the junior college come into being?" There have been many contributing causes and one finds it quite impossible to single out a specific one. But the over-crowding in the leading women's colleges would probably be accepted as the leader. When this condition reached its peak and all sorts of artificial barriers had been raised and yet hundreds of perfectly good students were being turned away each year, people began to wonder what should be done. The college presidents came forth with theories. Two of the most progressive of these hit on the junior college idea.

We are quite ready to admit that for the high-school graduate who is quite sure that she wants to teach or to do research work, a regular college is the place. But for the student who is not quite certain of her plans or who knows definitely that she does not want to go into teaching, we feel that the junior college will best meet her needs. She will find herself treated as a mature person by her teachers. She will enjoy the small classes in which she is allowed to express her opinions freely and by means of which she will find herself developing intellectually. And, by the way of interpolation, we must say that we feel this method far superior to the lecture system still used in colleges against which there have been so many protests and one which will stimulate her still further so that her attitude toward her work will become more serious. In the light of experience of more than eighty years, we feel that a Lasell Junior College diploma will soundly reward those who will work for it.

Administration in Private Junior Colleges

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Because of the evolutionary and non-centralized manner in which the private junior college has developed, the administration of this institution presents a large field for profitable study. While the public junior college has followed a few rather standardized patterns of development and of subsequent administrative organization, its counterpart among the private institutions has come into being by many paths, and its administrative organizations show as many and as marked variations. The administration of the private junior college is not only less standardized than is that of the public junior college because of its origin and development, but it is more complicated than the latter because of the special problems which normally surround this particular type of institution.

In order to gain information for this study, in December 1929 a questionnaire was sent to all institutions in the nation which were thought to be private junior colleges, 290 in number. Of the 143 replies to the inquiry it was found possible to utilize 101 responses for tabulation purposes.¹

The inquiry to these institutions was primarily concerned with the relationships between the various administrative officials and the specific duties of these officials. In order to ascertain the latter, each institution was asked to indicate the officer responsible for each of sixty carefully chosen functions in the

administration of the private junior college.

In the 101 valid replies a total of eighty - one administrative titles were mentioned. Table I presents these titles.

The multiplicity of titles, many of which apparently cover similar functions, would indicate the lack

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¹ Subsequently it was discovered that 10 of the original 290 were four-year institutions, five did not extend into the junior college field, and eight had ceased operation. Of the 101 institutions whose responses are used in this study, 29 were proprietary or special while 72 were denominational; 60 were coeducational, 31 were for women and 10 for men; 23 were two-year institutions, 7 included grades eleven through fourteen, 62 combined junior college and academy under one administration, while 9 extended down through the elementary grades; 15 had enrollments of less than one hundred students, 81 had enrollments of over one hundred, while 5 did not state the enrollment; 37 had dormitory enrollment of less than one hundred, 41 dormitory enrollment of over one hundred, while 23 either had no dormitory enrollment or failed to report. The 101 valid replies were from 33 states, thus leaving nine states in which private junior colleges then existed as not being represented. Georgia was the only state of importance in the private junior college field which was not included. The 72 denominational institutions represented groups as follows: Baptist 16, Lutheran 12, Presbyterian 7, Methodist Episcopal South 6, Christian 5, Methodist Episcopal 5, Latter-Day Saints 4, Free Methodist 3, and other denominations 14.

TABLE I

TITLES OF ADMINISTRATIVE OFFICERS
OR GROUPS*A. Administrative officers or groups listed
most generally, in order of frequency*

- | | |
|---------------------|--|
| 1. Board | 12. Secretary |
| 2. President | 13. Matron |
| 3. Dean | 14. Supervisor of Build-
ings and Grounds |
| 4. Registrar | 15. Field Representative |
| 5. Dean of Women | Field Man |
| 6. Librarian | Field Secretary |
| 7. Business Manager | Field Agent |
| 8. Dean of Men | 16. Vice-President |
| 9. Principal | 17. Doctor |
| 10. Treasurer | |
| 11. Nurse | |

*B. Administrative officers or groups listed oc-
casionally or only once*

- | | |
|---|------------------------------------|
| 18. Accountant | 50. Head of Athletics |
| 19. Acting Dean | 51. Head of Bible De-
partment |
| 20. Acting President | 52. Head of Military
Department |
| 21. Assistant Dean | 53. Head of Vocations |
| 22. Assistant Director | 54. Headmaster |
| 23. Assistant Principal | 55. House Director |
| 24. Assistant to Presi-
dent | 56. House Manager |
| 25. Athletic Manager | 57. House Mother |
| 26. Auditor | 58. House Principal |
| 27. Board of Deans | 59. Housekeeper |
| 28. Bookkeeper | 60. Journalist |
| 29. Bulletin Editor | 61. Lady Principal |
| 30. Bursar | 62. Preceptor |
| 31. Censor | 63. Preceptress |
| 32. Coach | 64. Prefect |
| 33. College Chaplain | 65. Proctor of Men |
| 34. College Hostess | 66. Promoter |
| 35. College Mother | 67. Publication Mana-
ger |
| 36. Commandant | 68. Publicity Director |
| 37. Custodian | 69. Purchasing Agent |
| 38. Dean of Education | 70. Recorder |
| 39. Dean of Men and
Women | 71. Religious Director |
| 40. Department Heads | 72. Secretary of Re-
search |
| 41. Dietitian | 73. Secretary-Treasurer |
| 42. Director | 74. Social Director |
| 43. Director of Endow-
ment | 75. Spiritual Director |
| 44. Dormitory Secre-
tary | 76. Student Advisor |
| 45. Executive Com-
mittee | 77. Superintendent |
| 46. Faculty Manager
of Boarding Club | 78. Superintendent of
Academy |
| 47. Director of Per-
sonnel | 79. Superintendent of
Vocations |
| 48. Head Chaperon | 80. Vocational Coun-
selor |
| 49. Head of Academy | 81. Warden |

of standardization in terminology applied to administrative positions in the private junior college. It is of

interest to note that the title "President" is used more often than either "Dean" or "Principal," a situation somewhat in contrast with the practice among public junior colleges. From Table I a number of questions naturally arise. Is there a clear understanding by junior college executives of the meaning of administration? Does clarity exist in differentiation between personnel having "staff" and "line" duties? Might not a definition of functions of administration and of administrative officials be desirable?

In an effort to answer partially some of these and kindred questions, Table II is presented. It will be noted that this material attempts to ascertain which administrative official or officials are usually responsible for certain duties and functions as reported from the 72 denominational and 29 non-denominational institutions.

It is apparent from Table II that the major functions of administration, extending from those of determination of policy and providing of funds to those having to do with discipline of students in dormitories and selection of chaperones, are cared for by a relatively small group of individuals who have a very limited number of titles. This group of individuals in whom rests the ultimate responsibility for the performance of these duties is in reality the "staff" of the institution, and in the last analysis it is probably the only group of individuals entitled to administrative rank.

It would appear, then, that the chief administrative officers are the board, president, dean, registrar, business manager, dean of women, dean of men, and possibly the librarian.

TABLE II

ADMINISTRATIVE OFFICERS MOST FREQUENTLY PERFORMING CERTAIN FUNCTIONS

KEY.—B, Board; C, Committee; D, Dean; E, Professor of Education; F, Director of Physical Education; L, Librarian; M, Business Manager; N, Dean of Men; P, President; Q, Teacher of Religion; R, Registrar; S, Secretary; T, Teachers; V, Various; W, Dean of Women.

	Denomi- national	Non-denomi- national	Entire Group
1. Determination of general policies of the institu- tion	P, B	P	P
2. Providing funds for institution.....	P, B	P	P
3. Control of investment of funds.....	B	P	B
4. Keeping needs of institution before the public...	P	P	P
5. General management of institution.....	P	P	P
6. Administration of school policies.....	P	P	P
7. Representation of faculty in board of trustees...	P	P	P
8. Presiding officer at faculty meetings.....	P	P	P
9. Nomination of teachers and other employees.....	P	P	P
10. Making general reports to board of trustees.....	P	P	P
11. Making financial reports to board of trustees...	P, M	P, M	P, M
12. In charge of chapel exercises.....	P	P	P
13. Direction of educational activities.....	P, D	D	P, D
14. Conference or correspondence with parents re- garding welfare of students.....	P, D	D	D, P
15. Solicitation of funds.....	P	P	P
16. Solicitation of student attendance.....	P	P	P
17. General discipline of college.....	P	D, P	D, P
18. Curriculum making and adjustment.....	D	D	D
19. General supervision of instruction.....	D, P	D	D, P
20. Assignment of teachers' loads.....	D, P	D	D, P
21. Choosing of textbooks.....	T	T	T
22. Supervision of extracurricular activities.....	C	C	C
23. Supervision of faculty advisors of student groups.	D, P	D	D, P
24. Supervision of student government.....	D, P	D	D, P
25. Representation of the college at educational meet- ings	P	P	P
26. In charge of daily bulletin board.....	R, D	D, S	D, R
27. Custodian of school calendar.....	D, P	D, P, S	D, P
28. Classification and assignment of students to classes	D, R	D	D, R
29. Direction of registration of students.....	R	R	R
30. Administration of tests and measurements.....	D, E, T	D, E, T	D, E, T
31. Arrangement of schedule of classes.....	D	D	D
32. Supervision of time and room schedules.....	D	D	D
33. Evaluation of credits received.....	R, D	R	R, D
34. Checking of credentials of candidates for gradu- ation	R, D	R, D	R, D
35. Organization of materials for statistical use.....	R	R	R
36. Keeping permanent records of scholarship of students and issuing transcripts.....	R	R	R
37. Preparation of educational publicity.....	P	P	P
38. Editorial work in connection with catalogue and bulletins	P	P	P
39. Handling of routine correspondence.....	P	P	P
40. Management of school plant.....	M, P	M, P	M, P
41. Formulation of budget.....	P	P	P
42. Administration of budget.....	P	P	P
43. Care of funds and other permanent accounts.....	M, P	M, P	M, P
44. Care of physical equipment of school.....	M, P	M	M, P
45. Management of dormitories.....	V	V	V
46. Personal counseling and advice for girls.....	W	W	W
47. Personal counseling and advice for boys.....	N	N	N
48. Supervision of religious life of students.....	C, Q	—	C, Q
49. Supervision of religious activities of school.....	P, Q	—	P, Q

TABLE II (Continued)

	Denomi- national	Non-denomi- national	Entire Group
50. Granting excuses from classes and campus.....	D	D	D
51. Oversight of dormitory discipline of girls.....	W	D	W
52. Oversight of dormitory discipline of boys.....	N	V	N
53. Vocational guidance	D, P	D	D, P
54. General direction of social life of institution....	C	C	C
55. Supervision of mixed social activities.....	C	C	C
56. Selection of chaperones.....	W, C	W, D	W, C
57. School hostess to ordinary visitors.....	W	V	W
58. Administration of rules pertaining to girls, such as uniforms, etc.	W	W	W
59. Supervision of health program.....	F	F	F
60. Administration of library.....	L	L	L

Table III (p. 124) denotes the functions which are most prevalent for each of the private junior college administrators.

One is impressed with the large number of duties falling to the president. It is unfortunate that it is necessary to burden with solicitation of funds the man who has been chosen to administer the college. No administrator should find it necessary to campaign for funds to pay his own salary. The ultimate responsibility for funds should rest upon the board of trustees. However, if the board desires the president to be a financial campaigner, it should recognize the situation by relieving him from many of the other duties which seem customarily to have been assigned to him. It would appear that the president might well give full responsibility for the administration of the educational department to the administrative dean.

Because of the tendency in other educational organizations for improper relationships to exist between board, executive, and business agent, in which the latter sometimes becomes co-ordinate with the executive, it is of interest to note the extent of such improper relations among the private junior col-

leges. Among 88 institutions reporting in the matter, 28 indicated that the business manager or treasurer reported directly to the board of trustees. Proper administrative procedure should require that the business reports pass to the trustees through the office of the executive official of the board. The business manager may report to the board, but he should do so as agent of the executive and at his invitation only.

It is apparent that a number of functions are frequently performed by different members of the staff in different institutions. Regardless of the particular distribution of functions, it is essential that each staff member have his duties definitely assigned and that all necessary functions of the institution be distributed logically and without undue burden among the members of the staff.

In answer to the question: "What do you consider the most serious administrative problem of the junior college?" a number of interesting and significant replies were given. These are indicated in brief form in Table IV (p. 125).

Private junior college executives were also asked the question: "What changes in the organization of administration of your institu-

TABLE III
MOST PREVALENT DUTIES OF ADMINISTRATIVE OFFICIALS

Board of Trustees

1. Control of investment of funds
2. Determination of the general policies of the institution*
3. Provision of funds for institution*

President

1. Keeping the needs of the institution before the public
2. General management of the institution
3. Administration of school policies
4. Representation of faculty in board of trustees
5. Presiding officer at faculty meetings
6. Nomination of teachers and other employees
7. Making general reports to board of trustees
8. In charge of chapel exercises
9. Solicitation for funds
10. Solicitation for student attendance
11. Representation of the college at educational meetings
12. Preparation of educational publicity
13. Editorial work in connection with catalogue and bulletins
14. Handling of routine correspondence
15. Formulation of budget
16. Administration of budget
17. Determination of general policies of the institution
18. Providing of funds for institution
19. Making financial reports to board of trustees*
20. Direction of educational activities of college*
21. Conference or correspondence with parents regarding the welfare of students*
22. General discipline of college*
23. General supervision of instruction*
24. Assignment of teachers' loads*
25. Supervision of faculty advisers of student groups*
26. Custodian of school calendar*
27. Management of school plant*
28. Care of physical equipment of school*
29. Vocational guidance*
30. Care of funds and other permanent accounts*
31. Supervision of religious activities of the school*

Dean

1. Curriculum making and adjustment
2. Supervision of student government

3. Administration of tests and measurements
4. Supervision of time and room schedules
5. Granting excuses from classes and campus
6. Arrangement of schedule of classes
7. Direction of educational activities of college*
8. Conference or correspondence with parents regarding the welfare of students*
9. General discipline of college*
10. General supervision of instruction*
11. Assignment of teachers' loads*
12. Supervision of faculty advisers of student groups*
13. In charge of daily bulletin board*
14. Custodian of school calendar*
15. Classification and assignment of students to classes*
16. Evaluation of credits received*
17. Checking of credentials of candidates for graduation*
18. Vocational guidance*

Registrar

1. Organization of material for statistical use
2. Direction of registration of students
3. Keeping of permanent records of scholarship of students and issuing transcripts
4. In charge of daily bulletin board*
5. Classification and assignment of students to classes*
6. Evaluation of credits received*
7. Checking of credentials of students for graduation*

Business Manager

1. Making financial report to board of trustees*
2. Management of school plant*
3. Care of physical equipment of building*

Dean of Women

1. Oversight of dormitory discipline of girls
2. Personal counseling and advice for girls
3. School hostess to ordinary visitors
4. Administration of rules pertaining to the girls, such as uniforms, etc.
5. Selection of chaperones*

Dean of Men

1. Oversight of dormitory discipline of boys
2. Personal counseling and advice for boys

Librarian

1. Administration of the library

* The duty is frequently performed by some other official.

tion would you favor?" Suggestions which resulted from this question are indicated in Table V.

While this discussion makes no pretense of finality, it is believed that it does present a number of

TABLE IV

MOST SERIOUS ADMINISTRATIVE PROBLEMS

<i>Denominational Junior Colleges</i>	Number of Executives
Finance	13
Directing social life	3
Securing and keeping a good faculty.	3
Discipline	2
Religious life	2
Securing teachers suited to junior college needs; Lack of differentiation in study hall and dormitory between high-school and junior college students; Only two years to inculcate school ideals and general ideals; Carrying a full load for credit in state schools besides courses and training in Bible; Dormitory life; Plan for personal work; Correlation of the dean's work with president, registrar, dean of men, and dean of women; Keeping up the work to required standards on limited funds; Caring for terminal course students; Proper co-ordination of faculty and student government; Development of student initiative and purpose; Vocational guidance; Readjusting the student from high school to college; More freedom in offering academic courses toward vocational guidance; The shifting requirements of accrediting agencies; Awakening the public to our needs; Solicitation for students; Laxity in class work and attendance; Securing proper work by students; Administrative officers need more time and ability; Curricular scope; Paucity of teachers who are willing and competent to function as "guides, philosophers, and friends" on a junior college level; each.....	1
<i>Non-denominational Junior Colleges</i>	
Finance	3
Proper classification in view of students' needs and fulfilling requirements; Terminal courses versus continuation courses at higher institutions; Developing the real spirit of the school in the too-short time of two years; The relation of the junior college to secondary schools and colleges; Social activities of students; Determining the social privileges of the college and academy students; Administration of physical plant, purchasing, preparing, and serving food; Filling the school and keeping out undesirables; each.....	1

TABLE V

CHANGES IN ORGANIZATION FAVORED

Denominational Junior Colleges

Decrease the teaching load
More responsibility on the board
The board to relieve the president for more publicity work
A board vitally interested in problems of policy
Self-perpetuating board
Full-time person to present the school to the people
Relieve the president of teaching so that he may take all financial and business management
A board that will function
Discontinue the grade department
Secure a business manager
Secure a president with more freedom for promoting the college or reorganization of duties of the dean and principal
Large advisory board with wider representation—one that functions

Non-denominational Junior Colleges

Secure a full-time registrar
Secure dean of women
Center the responsibility in one person, not three, responsible to the president
Centralize the authority in the managers
Separation of junior college and high-school departments
Separate halls for academy and college students
More competent management of social life of the school, discipline, and institutional management
Adequate staff for social life
Reorganize to make a four-year unit

matters concerning the organization of administrative duties in the private junior college which are of interest and value. The private junior college, to a much greater extent than the public institution, has evolved to its present status from a variety of other institutions and through a variety of means. Its problems are many and complex. It is hoped that analysis of the situation and application of sound principles of administrative organization will assist the private junior college in maintaining its position of leadership.

Gulf Park College Impressions

RICHARD G. COX*

A Gulf Park visitor would surely be impressed first of all by the delightful location of the college campus on the Mississippi Gulf Coast. Immediately in front of the campus is the Old Spanish Trail, then the sea wall and a wide beach of clean, white sand, and beyond, the sea with its varying moods and colors, never lacking in beauty and interest. He would be conscious of the unusual beauty of the campus, with its magnificent live oaks and magnolias, stately pines, graceful palms and banana trees, poinsettias, gardenias, and many semi-tropical flowering shrubs. Into this background of evergreen and many colors modern buildings of Spanish architecture in tinted stucco are perfectly blended. Students, at the end of the pier, engaged in swimming, diving, canoeing, sailing, and surf board riding, would probably attract his attention, as would other groups of girls on horseback or engaged in archery or some favorite competi-

tive sport. The climate at Gulf Park is ideal for student life and work. Freezing here represents extreme cold weather as does zero in the north central section of the United States. There are few days throughout the year when sunshine and the sea breeze fail to make their contribution to the student's well being and pleasure.

RESTRICTED ENROLLMENT

Gulf Park is a comparatively small junior college for girls, nearly all of whom live in the dormitories on the campus. This makes possible a very personal relationship among the administrative officers, the faculty, and students. No class is objectionably large. Students are met frequently in personal conferences by members of the faculty for such assistance and guidance as they may need. Faculty and students are closely associated in the college dining-room, in the reception rooms, and on the campus and pier, much like members of a large family. Gulf Park is a friendly place animated by a spirit of mutual helpfulness. The patronage is of national character, usually representing about thirty states and three or four foreign countries.

In the program of guidance frequent use is made of information that comes from authorities of schools previously attended and other confidential sources, also from health certificates and from such information and advice as can be

* President, Gulf Park Junior College, Gulfport, Mississippi. This is the ninth in the series of articles on representative junior colleges. In the preparation of each article the administrative head of each institution has been asked to consider in his own way the hypothetical problem: "An English-speaking educator from abroad knows nothing of the junior college but is anxious to learn as much about it as possible, in its various aspects, during a visit to the United States. Your institution has been suggested as a representative one for him to visit. Please state the features of greatest significance that you think he should observe in his visit to your college."

secured from parents. The student's preferences, needs, and future plans are taken into account. With Gulf Park's limited enrollment it is possible for administrative officers, the director of physical education, the nurse in charge of the infirmary, and others concerned to have this data, not only in well-arranged files but actually in mind, and to apply it intelligently in dealing with each student.

CURRICULUM AND STANDARDS

A Gulf Park College student may take a course of either preparatory or terminal character. The junior college is of the four-year type, corresponding to the last two years of high school and the first two years of college. First and second year high-school courses are offered also, in preparation for the four-year junior college course. Gulf Park is accredited by the Mississippi Association of Colleges and by the Association of Colleges and Secondary Schools of the Southern States. A graduate whose work has been properly planned may expect junior standing without examinations in standard four-year colleges and universities. She may, if she prefers, include in her junior college course special work in music, art, expression, home economics, secretarial work, or the normal course in physical education. The records made by many graduates when doing more advanced work at other institutions testify to the excellency of their Gulf Park training. Practically all of the junior college faculty hold the Master's degree, and all have had years of teaching experience as specialists in dealing with young women. The curriculum has been enriched in the last few years

by the addition of courses in social problems, geography, journalism, and public-school music. A few members of the faculty devote their time exclusively to college work, but a greater number teach both high-school and college classes in their chosen fields.

PHYSICAL EDUCATION

An English educator visiting Gulf Park would recognize the emphasis which the college places on physical education and health. There are four highly trained and experienced women in charge of this work. All sports are intramural and practically all students participate in them. Each student takes a minimum of three hours of some phase of physical education—water sports, land sports, horseback riding, dancing, archery, tennis, hockey, corrective gymnastics, posture training, and at times even lighter forms of exercise, such as hiking in the sunshine along the sea wall. Gulf Park has maintained in its eleven years of history an enviable health record. We account for this by a delightful and healthful climate, perfect artesian drinking water, and by the emphasis placed on physical education and the prevention of disease. The county in which Gulf Park is located is said to be the most healthful in the entire South.

DIVERSIONS

It is the policy of Gulf Park to make possible through student initiative, or, if necessary, to provide, as many wholesome and joyous diversions as can be made consistent with serious school work. Three sororities, in one of which each girl has membership, are the media through which social diversions,

parties, dances, stunts, etc., are arranged. Surprise picnics, beach parties, the usual Saturday luncheons on the campus, drives along the historic Old Spanish Trail, Mardi Gras in New Orleans (America's most interesting city), motor and sailboat trips on the Gulf, and moonlight swims are counted among the affairs that are remembered happily by Gulf Park students.

CARIBBEAN CRUISE

One other distinctive feature might be in evidence to one visiting Gulf Park late in March—the annual Caribbean cruise. Students who wish to make this cruise must meet certain scholarship requirements. They are given special assistance preceding and following the cruise, and school is conducted four hours a day on deck when the ship is at sea. The passenger list is composed of about one-fifth of the student body, their parents and friends, and students of previous years. Havana, Jamaica, the Panama Canal Zone, and one Central American port are visited. Lectures are given so that the entire cruise is not only thoroughly enjoyable but has real educational value.

Gulf Park is non-denominational, yet the spirit of the institution is distinctly religious. We should hope to impress our English visitor with our ambition to stimulate and cultivate the best in each student's personality, and to maintain an atmosphere conducive to diversity of interest and accomplishment on the part of the entire student group.

JUNIOR COLLEGE GRADUATES

The October issue of the *Phi Delta Kappan* contains a compre-

hensive summary of Dr. Wyatt W. Hale's extensive investigation of the assimilation, success, and attitude of junior college graduates who have transferred to higher institutions. This study, upon which Dr. Hale spent over two years, is based upon detailed records of over four thousand graduates of over one hundred junior colleges who transferred to over three hundred institutions of higher learning in all parts of the country. In this investigation Dr. Hale had the co-operation of the United States Office of Education, of the American Association of Collegiate Registrars, of the American Association of Junior Colleges, and of Phi Delta Kappa. It presents a mass of carefully analyzed data regarding the success of the preparatory function in various types of institutions. The very favorable showing made by the private junior colleges in many of the measures used is one outstanding feature. On the whole the conclusions are favorable to the junior college, but there are many facts that will cause the thoughtful junior college administrator to ponder. Preliminary reports of Dr. Hale's investigation were made at the annual meetings of the junior college association which were held at Berkeley in 1930 and at Richmond in 1932 and were published in the proceedings of those meetings in the *Junior College Journal*.

CHANGE IN DEANS

Sister Eugenia, who for several years has been Dean of Mount Saint Joseph Junior College, St. Joseph, Kentucky, has been transferred to Washington. Her place is taken this year by Sister Eulalia.

Does the Junior College Popularize Education?

H. EARL PEMBERTON*

Various studies of the functions of the junior college have pointed out that one of its outstanding aims is the popularizing of higher education. Within the past seven years there have been four junior colleges created in Washington. This study is an analysis of the extent to which these four junior colleges have popularized higher education in their local communities.

The measure of popularizing higher education used in this study is the increase in the percentage of local high-school graduates attending institutions of higher education. In this study the increase in attendance at higher institutions is in terms of the increase in the percentage of each year's graduates who enrolled the following year as freshmen in some public institution of higher learning in the state of Washington.

CHOICE OF CONTROL CITIES

As indicated in the figures, there was not a constant percentage of high-school graduates in Washington cities enrolling the following year as freshmen in some public institution of higher learning. This variation in the percentage of graduates continuing from Aberdeen, Centralia, Mount Vernon, and Yakima (the cities maintaining junior colleges) necessitated the selection of four control cities. From these control cities will be esti-

mated what the probable trend of college enrollment from each city would have been had the junior college not been established. The four cities chosen as the control group were Everett, Olympia, Bremerton, and Wenatchee.

In the choice of these control cities those factors had to be considered which cause the variation in college enrollments from Centralia, Mount Vernon, Yakima, and Aberdeen. Certain of these factors apply equally to all the cities. The wave of popularity of higher education following the war resulted in an increase in college enrollments from all communities. This increase in percentage of graduates continuing was probably curbed somewhat by the growth in high-school enrollments and graduations and a consequent decline in average ability for continuing to college work. The raising of standards by the state college and university applied equally as a curbing factor to students in all the cities.

Probably the most influential cause back of the variation is the financial ability of these communities to send their students to higher institutions. Since this financial factor is dependent in some cases chiefly upon one industry, control cities were needed which depended upon similar industries. Similar industries usually attract the same kinds of population groups. It was also important to have the cities comparable in size of population.

Everett (population 30,567) was chosen as the control city for Aber-

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deen (population 21,723). They are both port cities with lumber as the most important industry. The similarity of trends of attendance of graduates from these two cities previous to the establishment of Grays Harbor Junior College indicates the adequacy of this comparison (see Fig. 4, p. 133).

Olympia (11,733) was chosen as the control city for Centralia (8,058). They are located in a diversified agricultural district less than fifty miles apart with similar products from their industries. The only factor liable to influence the economic stability of the one community as compared with the other is the presence of the state capital offices at Olympia with an assurance of a constant salaried income from this source.

Wenatchee (11,627) was chosen as the control city for Yakima (22,101). While Yakima is twice the size of Wenatchee they are both in the "small city" class. The principal industry of each community is apple raising. The adequacy of this comparison is demonstrated by the similarity of the trend of college and normal school attendance during the several years prior to the establishment of Yakima Junior College (see Fig. 3, p. 133).

Bremerton (10,170) was chosen as the control city for Mount Vernon (3,690). On the face of it this choice has little to recommend it if the criteria used in the other cases are to be used. The population of the two cities is greatly different. Mount Vernon is located in the midst of a farming area so dense as to swell the enrollment of the high school to that of Bremerton. In industry the two cities are greatly different. Mount Vernon is a

dairying community. Bremerton is essentially industrial with the federal navy yard located there. Mount Vernon as a city for which to choose a comparable control city offered many difficulties. The highly successful organization of the Skagit County dairymen and the stability of the seed industry have resulted in a relatively slight feeling of the depression by this community. Other dairying communities have felt the financial depression more seriously. Bremerton was chosen because the presence of a federal payroll tends to add to the stability of the community's financial condition just as co-operative dairying has aided Mount Vernon. Moreover, the two cities are located at about the same distance from state institutions of higher education.

SOURCES OF DATA

The statistics for the size of the high-school graduating classes of each of these eight cities from 1922-23 to 1929-30 were obtained from the records of the Washington State Department of Education. Statistics of the number of students from these high schools enrolling as freshmen in each of the state institutions of higher education¹ each year from 1923-24 to 1930-31 were obtained from the respective registrars, while the registrars of the junior colleges furnished the corresponding data for their institutions.

The influence of each of these junior colleges upon the percentage of local high-school graduates attending some public institution of higher education in Washington is

¹ University of Washington, Washington State College, Bellingham State Normal School, Cheney State Normal School, and Ellensburg State Normal School.

presented below.² Since these junior colleges have all been established during different years it is necessary to present the data for each separately. A summary table is presented in conclusion.

SUMMARY OF COMPARISONS

Figure 1 presents graphically the percentage of high-school graduates from Centralia and Olympia entering each year as freshmen at some public institution of higher education in Washington. The chart in-

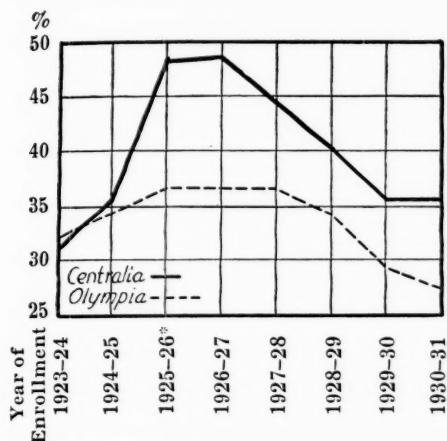


FIG. 1.—Comparison of the percentage of Centralia and of Olympia high-school graduates enrolling as freshmen in Washington public colleges and normal schools from 1923-24 to 1930-31. Asterisk indicates first year of operation of Centralia Junior College.

indicates for example that slightly over 30 per cent of the 1922-23 Centralia graduates entered as

² Only the public colleges, junior colleges, and normal schools in the state are included in the study. The locations of the other colleges such as the College of Puget Sound and Whitman College are such as to warrant an assumption that the factor of student attendance from these high schools at these institutions is constant.

freshmen in 1923-24 in some state college or normal school. The percentages of freshman entrants each year are of high-school graduates of the previous school year. Unfortunately the data at the state schools necessary for this study could not be obtained for a period earlier than 1923-24. Consequently, attendance from Olympia and Centralia can be compared for only two years previous to the establishment of Centralia Junior College. For these two years, 1923-24 and 1924-25, the percentage of high-school graduates continuing their education was practically identical. The striking rise in percentage of Centralia graduates enrolling as freshmen for continued education in 1925-26 is due to the establishment of Centralia Junior College in that year. Since the second year of the junior college there has been a steady decline but the percentage of Centralia still remains well above that of Olympia.

Figure 2 presents the percentage of high-school graduates of Mount Vernon and Bremerton who entered as freshmen at the state universities or normal schools from 1923-24 to 1930-31. The steep rise in the line of Mount Vernon from 1925-26 to 1926-27 follows the opening of Mount Vernon Junior College.

Figure 3 presents the percentage of the high-school graduates of Yakima and Wenatchee who entered as freshmen in the public colleges or normal schools from 1923-24 to 1930-31. The slight rise in the curve for Yakima in 1928-29 was occasioned by the opening of Yakima Junior College.

Figure 4 presents the percentage of the high-school graduates of Aberdeen and Everett who entered as

freshmen in the public colleges or normal schools from 1923-24 to 1930-31. The phenomenal rise in the case of Aberdeen in 1930-31 is attributable to the opening of Grays Harbor Junior College in that year.

A comparison of the percentages of high-school graduates from the four junior college cities and the four control cities enrolling as freshmen in Washington public colleges and normal schools previous to and after the establishment of the junior colleges may be summarized as follows:

Record previous to establishment of the junior colleges	Junior College Cities	Control Cities
Total graduates	2,123	2,741
Total graduates entering higher institutions.....	842	936
Percentage of graduates entering	39.7	34.1
Normal difference in percentages of graduates entering higher institutions	+5.6	
Record following establishment of the junior colleges	Junior College Cities	Control Cities
Total graduates	2,020	1,923
Total graduates entering higher institutions.....	928	557
Percentage of graduates entering	45.9	29.0
Difference in percentages of graduates entering...	+16.9	
Total gain in percentage points attributable to the junior college	+11.3	
Percentage of increase in graduates entering higher institutions	32.7	

As indicated above, 45.9 per cent of the high-school graduates in Aberdeen, Centralia, Mount Vernon, and Yakima have entered as freshmen in either the local junior college or in one of the state schools, since the junior colleges were established in their home communities, instead of an expected 34.6 per cent. This represents an increase of 32.7 per cent over the

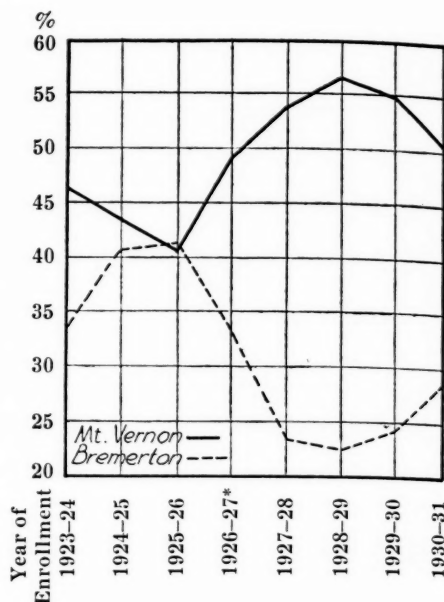


FIG. 2.—Comparison of the percentage of Mount Vernon and of Bremerton high-school graduates enrolling as freshmen in Washington public colleges and normal schools from 1923-24 to 1930-31. Asterisk indicates first year of operation of Mount Vernon Junior College.

expected proportion.³ This increase may be attributed largely if not entirely to the organization of junior colleges in these communities.

Were the legal status of these new colleges definitely established, and the financial and advisory aid of the state given to them as in some states, there is no reasonable doubt that this percentage of in-

³ As measured by this same technique the percentage of increase in college attendance from high schools in each of the junior college cities is as follows: Centralia 31.2, Mt. Vernon 69.5, Yakima 2.8, and Aberdeen 114.9. These figures are reliable only in so far as the control measures are valid.

crease would be much greater. Certainly these new institutions, even under unfavorable circumstances, have more than justified their existence by enabling this increased percentage of financially handicapped students to continue their education.

The probable value of a specific junior college in popularizing higher education would seem to be dependent upon several local factors, including the proximity of recognized colleges, the financial condition of the community, etc. What a junior college can mean in the way of increased opportunity for students living far away from a state school and whose parents are dependent on a bankrupt lum-

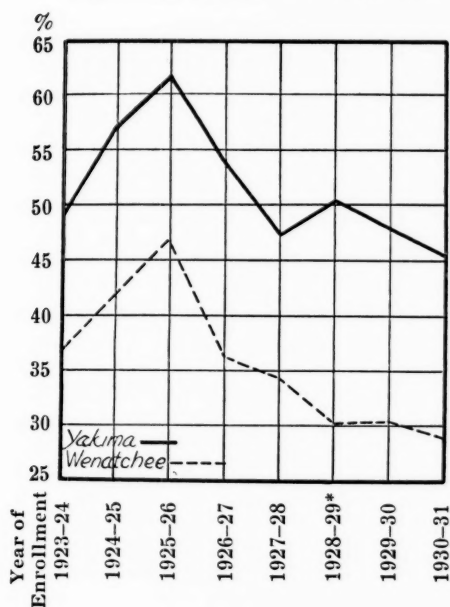


FIG. 3.—Comparison of the percentage of Yakima and of Wenatchee high-school graduates enrolling as freshmen in Washington public colleges and normal schools from 1923-24 to 1930-31. Asterisk indicates first year of operation of Yakima Junior College.

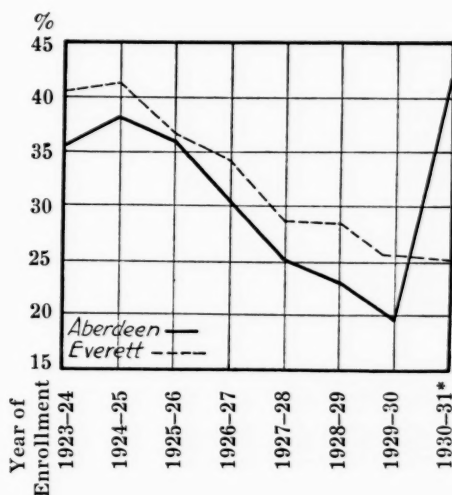


FIG. 4.—Comparison of the percentage of Aberdeen and of Everett high-school graduates enrolling as freshmen in Washington public colleges and normal schools from 1923-24 to 1930-31. Asterisk indicates first year of operation of Grays Harbor Junior College.

bering industry is brought out in the case of Aberdeen where in spite of the uncertain legal status of the college and with only local support there was more than a hundred per cent increase the first year in the percentage of high-school graduates going on with their education because of the creation of college facilities at home.

NORFOLK DISCONTINUED

After operating four years, the public junior college at Norfolk, Nebraska, has been discontinued by order of the Board of Education. During the past summer two special elections were held at Norfolk for the purpose of giving legal sanction to the junior college, but in each election the junior college proposal failed to carry.

National Junior College Fraternities

ETHLYN W. HOPKINS* AND EDWARD R. McGUIRE†

The development of the national junior college fraternity and sorority has almost paralleled that of the junior college. This fraternal movement is not nearly as new as the recognized junior college but is as old and has behind it the traditions and dignity of the private boarding schools, from which have developed some of our leading junior colleges. At the time when the first step was taken to standardize the institutions offering two years of college work, the organizations then functioning took a decided step to keep abreast of the movement; charters were withdrawn from schools which offered only high-school instruction. From that time on the sorority and the fraternity in the standard junior college have developed a program to care for the social and scholastic needs of the student.

FRATERNITY IDEALS

The presence of national fraternal groups in the junior college offers the right kind of environment and encouragement to the student during the formative years. It is in the years immediately following high school that one needs definite, sympathetic, and understanding friends, companions, and instructors. The opportunity for fraternity life is

just as important to the junior college student as it is for the freshman or sophomore in the university. Indeed, it is more so, for it gives the student an opportunity for the parliamentary and leadership training while in his junior college career, whereas the university groups are directed by junior and senior members. While the public junior college student is often enabled to remain at home while attending college, he is also in need of special training and outside supervision through groups with trained leaders and uplifting programs to create higher scholastic standards, stronger college spirit, and social development.

In the private junior college it is desirable that the student shall have the same advantages as his university brother or sister. During student days the junior college fraternal group gives opportunities for discussion of events and for co-operation in college projects. It is also a great incentive for further progress. The fraternity has high ideals and demands high grades in all subjects, thus giving a deeper feeling of co-operation with the college. The fraternity standards naturally cause the student to put forth continually the greatest effort for the best scholarship and best standards of living.

The adoption of Greek letters by the oldest existing college fraternity, Phi Beta Kappa, at the College of William and Mary in 1776, was no mere accident but represented

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the desire of the founders to operate their brotherhood on the foundation of the outstanding characteristics of Greek life: the admiration for the best, an eagerness for knowledge, a profound sense of order, love of beauty, and a rare genius for friendships. The expressed purposes and ideals of the fraternity and sorority furnish the ethical background against which the life of the chapter and its members is carried on.

To hold a well-knit group of youth together in any vital relations to each other in the midst of the tremendously active life outside the college, something besides mere social activity must have brought them together. There is needed some community of intellectual interest and aspiration, some definite objective besides club life, some object of common earnestness to give to the chapter the inner unity that alone makes a fraternity a vital force in its college community and in the lives of its members. In each organization dignified and constructive ritual services are a part of the interests, bringing the highest Christian ideals to the attention of the members.

FACULTY CONTROL

The secrecy involved in the modern junior college fraternal group is nothing more than keeping from the non-members the motto for which the letters of the organization stand, the base from which the group program is evolved. Few college executives are unaware of the work of these organizations, for unlike the university fraternal groups the junior college chapters are directly under the control and influence of the college administra-

tors and members of the faculty. Each chapter is under the guidance of a faculty sponsor, chosen with the sanction of the college president or dean. Through the sponsor the national council of each organization keeps the college administration informed of the program set forth for the local chapter. This program is positive and constructive, socially, morally, and scholastically. This close connection between faculty sponsor and national council gives the college viewpoint to the national officers who are endeavoring to influence the college members in making the most of their opportunities. The president of a well-known Mississippi college wrote to the national president of Sigma Iota Chi: ". . . It has been my personal experience that the national officers of your organization have co-operated in every way in promoting a high standard of scholarship and conduct among the students. We have found the visits of these officers always stimulating and helpful."

Through the faculty sponsor the academic grades of each student for each term are forwarded to the national council. Thus a close check is kept on the scholastic standards of the chapters and members, affording an opportunity for felicitations for good work, and for encouragement and inspiration to the lagging student. Where indifference is shown the membership badge is lifted through the faculty sponsor and is held until the scholastic record becomes satisfactory. Each national group demands a satisfactory scholastic standing for initiation as well as for continued active membership. Grades are posted on the college bulletin board so that the standing of each group

is made public before the student body. Good chapter scholastic records are given national recognition.

CHAPTER ACTIVITIES

Each chapter carries out a local and a national project each year. The local project may be such as keeping the campus neat or furnishing library books. The national project may be the compiling of a group of songs for the use of all chapters of the organization or the development of original ritual services for Memorial Day, Easter, etc. In keeping with a desire to stress the cultural background of Phi Sigma Nu, the fraternity is encouraging the development of chapter libraries. The courtesy book, designed and outlined by Sigma Iota Chi, has brought fine results and has attracted the attention of many junior college administrators. Each year Sigma Iota Chi chapters sponsor a courtesy project, such as standing in the presence of a faculty member or older person, or specializing in "quiet voices." These programs and projects not only penetrate the active chapters of the organizations but are also felt and adapted by the entire student body in many colleges.

Some chapters are advised to have a literary chairman, who provides some literary contribution for each ritual meeting. Special awards are given to the chapter having the highest scholastic records for each year, to the chapter members putting the most into the development of the active chapters, and to chapters co-operating the most with the college and the fraternity. It is evident that only through national organizations can college students be offered the most in highly-devel-

oped group programs; no purely local organization can give that broad, Americanizing experience of contacts with fellow-Americans in junior colleges. The contact with students in other states of the Union, through correspondence, through fraternal magazines, through national conventions, and through visits, not only broadens the viewpoint of the junior college student, thus preventing provincialism and making him a more intelligent and better American citizen, but also is highly influential in the maintenance of the ideals and standards of the organization.

The national chapters are very closely supervised by the national councils. Reports are received from the faculty sponsors, and monthly or semimonthly reports are required from the active chapters. A contact that is helpful and forceful is felt by the active chapter and the sponsor through correspondence, through national conventions, and through the annual inspection of each active chapter.

ALUMNI RELATIONS

One of the problems of most junior colleges has been to hold the interest of alumni. Without doubt the fraternal groups have done more to solve this problem than any other student activity. The fact that the first two college years are the most impressionable has been recognized, and consequently every effort is put forth to appeal to the best in the hearts and minds of the students. That these efforts have not been in vain is definitely shown by the continued interest of the alumni in the college and in the active members of the chapter. All national groups support magazines

which are distributed to active and alumni members; Sigma Iota Chi's *Parchment* is a quarterly; *The Phi Sigma Nu* of Phi Sigma Nu is a semiannual, while the other groups publish annuals, augmented by periodical alumni papers. This medium is of great importance in keeping alumni in contact with the college and its activities. This spirit of brotherhood and sisterhood gives a definite link to the junior college graduate, and encourages his visits to the college. The administration and faculty may change, but each year enriches the memories of fraternity and sorority active membership.

The interest of alumni is further encouraged by the maintenance of alumni chapters or alumni clubs. These groups do much to supplement the work of the active chapters; in many cases they join with the college chapters in supporting the national philanthropic programs, supplying milk to needy city children, caring for orphan children, furnishing books for the college libraries. Sigma Iota Chi has five college scholarships with two additional scholarships that are maintained by the organized alumnae members over the entire United States. In all cases the scholarships are offered to students outside the membership of the organization and are administered through the college offices. Each year sees more stress placed on the alumni phase of fraternal operation; each group has placed this work in the hands of a definite officer. For instance, Phi Sigma Nu maintains the Phi Sigma Nu National Alumni Association, which includes alumni in all parts of the nation, reaching not only the alumni in organized alumni chap-

ters, but also the individual alumni in approximately twenty-four states of the Union.

PANHELLENIC COUNCIL

The six national junior college organizations have combined in the National College Panhellenic Council for the development of standards for junior college groups, which shall improve the conditions of sorority and fraternity life and interfraternity relationship. Under this Council, policies, plans, requirements for membership and for chapters are adopted for all national groups. Through the local Panhellenic Council the National Panhellenic stimulates a healthy scholastic rivalry between the organizations. National College Panhellenic influence has been felt, through one or more chapters of its member organizations, in twenty-six states, in junior colleges from coast to coast and from the Great Lakes to the Gulf of Mexico, in public junior colleges both city and state, and in private and in denominational institutions. All chapters operate under college approval and supervision and cooperate with the local Panhellenic for the good of the college.

National junior college fraternities and sororities have never in any way been connected with high-school organizations; junior college fraternities have taken the same attitude of discouragement toward high-school groups as is felt by the university fraternal organizations. The junior college fraternity and sorority is directed and led by college trained men and women who are giving much time to the ethical, scholastic, and social training of the college youth of America.

The Administration of Student Activities

ALFRED CHRISTENSEN*

Student activities have grown to be an essential and accepted part of the educational program of the junior college. It is no longer a question of "shall we or shall we not have student activities?" They are here to stay and it is essential that they be so controlled and directed as to produce the greatest educational value. The organization for their control and direction should be sound. This description of the organization for the control of activities is based upon data secured in visits to eighteen junior colleges in six states and from questionnaires returned from sixty-three.¹

ADMINISTRATIVE OFFICIALS RESPONSIBLE

Only 33 per cent of the seventy-seven colleges reporting indicate that there is some official, other than the dean, whose particular responsibility is the oversight of all student activities. In the remainder the general oversight of the activities program rests with the dean himself. It appears that the general oversight of student activities is most often the duty of the administrative head of the college. Some use is made of special officials for that purpose, four colleges reporting a special faculty adviser of ac-

tivities. In two large colleges a "dean of junior college activities" was reported. According to the administrators interviewed, the appointment of a single individual to the position of general manager of all activities has met with success.

The title of the administrative officer responsible for the administration of student activities in the seventy-seven junior colleges was as follows:

Title	Number of Colleges
Dean of the junior college.....	50
Dean of women	5
Faculty advisors of activities..	4
Deans: dean of men and dean of women	3
Assistant dean of the college...	3
Dean of junior college activi- ties	2
Superintendent of schools.....	2
Committee on student activities.	1
Dean of men	1
President of the college.....	1
Social director of the college...	1
Vice-principal of the high school	1
Principal of the junior college.	1

The use of a committee on activities does not seem to be a general procedure, as 40 per cent of the colleges report that they have no such committee. In the forty-four colleges having such a committee it varies in size from three to nineteen members, with a median of eight. This committee is responsible to the dean in 79 per cent of the colleges, placing the dean in a position of direct responsibility for the conduct of the activities program.

The committee in charge of student activities varies considerably

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¹For further details regarding these colleges and data collected by them see the article by the same author in the *Junior College Journal* (October 1932), III, 13.

from college to college in the part of its membership drawn from the faculty. Three institutions report that the committee has no faculty members and eight report that it has no student members. In sixteen cases the number of faculty members equals or exceeds the number of student members, while in the remaining twenty-eight cases the number of student members exceeds the number of faculty members. It would seem difficult to reconcile the modern ideas of the importance and educational value of student activities with the entire lack of faculty supervision, control, and stimulation that is found in colleges having little or no faculty representation on the committee. Similarly the greatest values would probably not be realized in a college where the activities were dominated by an unsympathetic faculty committee.

THE ATHLETIC PROGRAM

The structure for controlling the athletic program is of two general types: first, the "personal" type wherein the coach, director of athletics, or a similar official is in charge of the athletic program and acts subject to the approval of the administrative head of the college; second, the "board" type wherein a board of athletic control or a similar board directs athletic affairs. The first type of control is found in fifty-three and the second in nineteen of the seventy-two colleges for which data were obtained.

Only twelve colleges sent in reports concerning the composition of their board of athletic control. The board ranged in size from three to eleven members and in ten cases out of the twelve had more faculty members than student members.

Evidently the junior college faculty has taken a firm hold on the control of the athletic program, exercising greater control than is usually the case on the same level in arts colleges and universities. The junior college has an opportunity to develop a vital and worthwhile athletic program on the collegiate level.

STUDENT ACTIVITY FINANCE

In 21 per cent of the eighty colleges for which data were secured there was no centralized control of student activity finances, each organization being allowed to handle its own funds. In the remaining 79 per cent of the colleges some form of centralized control was in operation, this control most often taking the form of a voucher or requisition system requiring the approval of the administrative head of the college or his representative. Centralized control is undoubtedly advantageous. Without it, there is difficulty in preventing wasteful social expenditures on the college level.

Fifty-six junior colleges reported the amount of the student activities fee. It varied from \$1.00 to \$6.00 per semester, with a median of \$3.88. The most frequently occurring amounts were \$2.50 and \$5.00, which were found in fifteen and nineteen cases respectively. Evidently the amount of the fee is arbitrarily determined, as the predominance of these even amounts would not be expected if the amount were determined upon the basis of need. In one college, however, the annual budget was made up and approved and then the amount of the fee necessary was determined from the total amount of the budget as a basis.

STUDENT COUNCILS

Seventy-three per cent of the colleges report that they have a student council or similar organization. Practically all of the larger colleges have a council, the 27 per cent having no council being for the most part the smaller colleges. Just how a large college could satisfactorily and democratically manage its student affairs without some form of student executive body is not clear.

Thirty-four replies out of fifty submitted gave "the general control of student affairs" as the function of the student council. "Acting as a liaison agency between students and faculty" was second, with a frequency of nine; "maintenance of morale and conduct" was third, with five; and "as an advisory body, making suggestions to the faculty" also had five responses.

In general the respondents had a rather high opinion of the value of student councils, as 80 per cent of them indicated that they thought them to be either "very valuable" or "valuable" while only 20 per cent of them thought them to be of "little value" or of "no value." The student council seems to have the indorsement of those who work with it in the colleges.

JOHNSTOWN INTRAMURAL
PROGRAM

After experimenting for five years with intercollegiate competition in basketball, for both men and women, and in track and football for men, the Johnstown Junior College of the University of Pittsburgh has adopted a broad intramural sports program. The new program will be administered by a joint committee of faculty members

and students. In a recent questionnaire the students voted ten to one in favor of the intramural plan.

In order to give a favorable hour an extensive sports period will be set aside during the regular class schedule each Friday. It has always been difficult to conduct these activities at Johnstown after school hours on account of the large number of students who commute or are employed. The new class schedule will afford an open period of almost two hours during which the formal games will be played. The men students will probably be grouped into at least the following teams for each sport: business administration, education, college, and engineering. It is possible that these may be grouped as a college league and that a class league may be added consisting of freshmen, sophomores, and "other" students. Women students will be similarly grouped. Men's sports will probably include tennis, both outdoor and indoor, volley ball, basketball, swimming, and track. Women's sports may include archery, tennis, volley ball, basketball, and indoor baseball.

It is probable that similar programs will be conducted in the Erie and Uniontown junior colleges of the University of Pittsburgh and that the year's activities will be brought to a climax by competition among the three junior colleges with large groups of students making trips between the centers. Relations of this type between the Uniontown and Johnstown junior colleges during the last year have been featured by social events as well as competitive athletics. The program for 1932-33 represents an outgrowth of this preliminary trial of the intramural program.

Objectives of Junior College Debating

P. MERVILLE LARSON*

With an increasing popularity of debating as an activity it behooves those of us in the field of junior college speech work to take stock. When one college last season debated nearly a hundred times as compared with another with only a scant half-score times, we need to analyze what is going on and what we are striving to reach. What I shall say is based largely on observations in the Kansas-Missouri-Oklahoma area and my own personal theories. The latter may or may not be sound, but at any rate I believe they will make for better debating. Also, may I add that they are not entirely original; I have simply copied what I have observed in the more successful debate coaches.

Before going into our problems in debate may I remind you that the junior college is one unit of secondary education, the object of which is to give a broad, basic training and not a highly specialized professional preparation. My first point then is that debating should include as many as possible in its fold; in brief, the greatest good for the greatest number. Not a few debate coaches in junior colleges have carried with them the method too long used by both university and high-school coaches. Debate tryouts are held early in the fall by having all those interested prepare and deliver an argumenta-

tive speech on the current debate question, or perhaps some question of several years' vintage. The coach makes a selection of four to eight debaters from this tryout, providing of course that many have tried out. From my own observations, however, persons frequently have to be drafted for tryouts where such a system obtains. After the selections have been made, the team pairings are made, each side preparing on one side of one question only, and the debate season is on. The teams frequently debate only two or three times during the season, and at these times very likely they deliver speeches carefully prepared by the debate coach or some commercial research bureau. The result is a marionette show not too beautifully produced, the strings being pulled by the respective coaches. The net result of the whole procedure is: Four to eight persons, who likely did not especially need the training, becoming good parrots; development of bigoted and narrow minds which have worked on only one side of the question; perhaps the winning of a few honors for the college; the killing of any extensive interest in forensic activities.

Doubtless many will say this is an exaggerated picture, yet it is one which does prevail in some quarters. It is, however, contrary to the underlying principle of the junior college.

BENEFIT TO GREATEST NUMBER

Now how shall the benefit be extended to the greatest number? If possible, a class should be organ-

* Instructor in speech, Hutchinson Junior College, Hutchinson, Kansas. This paper was presented before the junior college section of the National Association of Teachers of Speech.

ized at such a time as will permit as many as possible who are interested to enroll. This should be a course in the fundamentals of argumentation and debate. These fundamentals can be more effectively developed through having a concrete question on which to work. Further application can be made by having a number of rounds of class debates with decisions and speakers' rankings given by both instructor and students. This stimulates attention by the debaters and promotes a greater value to a greater number.

To avoid narrow and bigoted debaters, as well as to develop better debating, all that is necessary is to change the debaters from side to side and from team to team. This year I am not permitting a single member of my squad to participate in intercollegiate contests twice successively on the same side of the question. Also I am not permitting a person to debate longer than two weeks with the same team mate in the early part of the season; later the pairings are made more permanent. Debating on only the side of the question in which one believes is mere contentiousness and defeats the object of debate. Every debater must recognize that every good debate question has two sides with valid arguments on each side.

To extend further the sphere of experience, tryouts should be held shortly previous to each intercollegiate contest, if the tryout method must be used. A preferable method is for the coach to make the selection on general attitude and ability, keeping in mind always that every member of the squad who works consistently should be permitted to engage in at least one intercollegiate

contest, and as many more as possible. One thing that should never become the sole object of debate is *winning*; if any one thing should become dominant it is *training*. It is not my contention that training should be at the expense of winning, but that winning will be a result of training.

With a large number on the squad and selections made for each debate or debate trip, keener competition results in better debating. At the same time the co-operative effort of the whole group makes for more effective debating, a result of the attitude that victories are not the primary objective. These selections may occasionally result in disappointments to some members of the squad, but the University of Hard Knocks includes the junior college; real sportsmanship and an appreciation of life situations results. The very fact that selections are made for each debate or debate trip individually makes for more opportunity for a greater number and this in turn stimulates more interest in debate and sustains interest over a longer period.

STUDY MANY QUESTIONS

A second objective is to develop informed and enlightened individuals. Many of the suggestions given previously tend to promote this. A further means is to work on as many questions as is feasible. One college with which I am familiar is debating fourteen questions during the current season. This is of course impossible in most junior colleges, but a half dozen are possible, if I may be permitted to judge from my own experience.

A third objective is training to meet new and unusual life situa-

tions. This may simply be a phase of the first one suggested. However, changing from side to side, from question to question, from one case to another all tend to develop this as well as the other objectives. Extempore debating and debating from outlines rather than from written speeches help a debater in this adaptation to circumstances.

Thus briefly I have mentioned a few objectives. They are not exclusive nor exhaustive, nor do I maintain that the means given for attaining them are the best, but I do know they will work. This year our debate squad numbers eighteen as compared with six two years ago; we have had fifty-two debates thus far on two questions in which fourteen persons have participated; of these nine have been non-decision debates, and twenty-eight of the remainder were in the winning column.

It is my hope that debating in junior colleges may not inherit the evils which have attended debating in high schools and colleges. We have an institution without traditions of the past; we have an institution which can be a pioneer in any field in which it chooses; may we choose to lead in the field of debate and forensic activities. Let us make debating a real constructive force in secondary education by emphasizing its educational value rather than its contest and exhibitional value.

AVERETT COLLEGE TRAINING

Averett College, Danville, Virginia, will celebrate next year its seventy-fifth anniversary. For nearly three-score years this institution was operated as a four-year college.

More than fifteen years ago the trustees were convinced that there was a large place for the junior college, and reorganized the institution on that basis. One of the distinct contributions of Averett, which has been made in the last six years under the administration of President J. W. Cammack, is in the field of teacher training. Five years ago, out of fourteen private junior colleges in Virginia, none was offering the required education courses for the Normal Professional Certificate. If young women wished to prepare in a Virginia college to teach in the grammar schools they were compelled to attend a state school to secure their training. In 1928 Averett put in the required education courses, including work in a demonstration school, and it was accredited after one year by the State Board of Education. In 1929 Averett had in its senior class the first graduates with the Normal Professional Certificate from a private school in Virginia. Three other Virginia junior colleges have since put in the same education courses and had the work accepted by the State Board of Education. Averett was one of three colleges in Virginia, of all grades, that had last year no vacant rooms in the dormitories. The boarding enrollment this session is the largest in seventy-four years and has overrun the dormitory capacity.

IDAHO ENROLLMENT

In October an enrollment of 792 students, an increase of 10 per cent over the same time last year, was reported at the Southern Branch of the University of Idaho, at Pocatello.

Success in Engineering and Architecture

H. D. MYERS*

The purpose of this investigation was to study the performance of the students who have come from the junior colleges of the state of Minnesota to the College of Engineering and Architecture of the University of Minnesota. The investigation was limited to those students who had completed their first two years' work before coming to the University and thus entered the junior class. That is, the study was limited to the finished product of the junior colleges.

Records were available for two years or more for the groups which entered the College in the fall quarters of the years 1928-29 and 1929-30. There were twenty-eight men who entered during the period and who remained in residence at least one quarter.

Twenty-one, 75 per cent, of the twenty-eight have graduated. The investigation of the Society for the Promotion of Engineering Education found that 61 per cent of the students at the beginning of the junior year would finish at the end of the fourth year. This was the average of fifty colleges. Mr. O. W. Potter found in his investigation of the class entering the College of Engineering and Architecture, in 1924, that 50 per cent of those classed as juniors finished at the end of the fourth year.

Seven of the twenty-eight, one-

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fourth of the group, were elected to Tau Beta Pi. Membership in Tau Beta Pi is limited to one-ninth of the class and averages one-tenth of the class.

Of the seven who have not graduated, three have been on probation, one, twice, and two, three times. The graduates have not been on probation.

Mr. Potter, in his investigation of the classes from 1924 to 1928, found that the ninety men who were graduated in fourteen quarters or less had an average of 1.25 honor points per credit. This value has been assumed as the college average in Table I although it is higher than the actual college average, as it includes only graduates.

TABLE I

COMPARISON OF THE GRADES OF THE JUNIOR COLLEGE STUDENTS MADE IN THE COLLEGE WITH THE COLLEGE AVERAGE

	Graduates	Non-graduates	Totals	Percentage
Higher than the college average	15	1	16	57.1
Lower than the college average	6	6	12	42.9
	21	7	28	100.0

As a group the students who came from the junior colleges were somewhat better than the general college average. Of the graduates, 71.5 per cent were better than the college average.

One-fifth of the junior college students made better records in the

TABLE II

COMPARISON OF THE RECORD MADE IN THE JUNIOR COLLEGES WITH THE RECORD MADE IN THE COLLEGE OF ENGINEERING AND ARCHITECTURE

	Grad- uates	Non- grad- uates	To- tals	Per- cent- age
Higher record in the College of Engineering and Architecture	6	0	6	21.4
Equal record in the College of Engineering and Architecture	4	1	5	17.8
Lower record in the College of Engineering and Architecture	11	6	17	60.8
	21	7	28	100.0

University than they did in their junior colleges. Another fifth equaled the records made in the junior colleges. Notwithstanding the assumption that the smaller colleges are more liberal in their grading, 40 per cent of the group made an equal or better record in the University.

Tables III and IV show the variation of the group from one year to the next. Of the group entering in 1928, approximately one-third made a poorer record in the University than they did in the junior colleges; while of the group entering in 1929, three-fourths made poorer records in the University.

TABLE III

COMPARISON OF THE RECORD MADE IN THE JUNIOR COLLEGES WITH THE RECORD MADE IN THE ENGINEERING COLLEGE BY THE MEN WHO ENTERED IN THE FALL OF 1928

	Gradu- ates	Percent- age
Higher record in college.....	3	27.4
Equal record in college.....	4	36.3
Lower record in college.....	4	36.3
	11	100.0

Since there is such a large variation, the investigation should be carried over a period of years to arrive at an approximately true average.

TABLE IV

COMPARISON OF THE RECORD MADE IN THE JUNIOR COLLEGES WITH THE RECORD MADE IN THE ENGINEERING COLLEGE BY THE MEN WHO ENTERED IN THE FALL OF 1929

	Grad- uates	Non- grad- uates	To- tals	Per- cent- age
Higher record in college	3	0	3	17.6
Equal record in college	0	1	1	5.9
Lower record in college	7	6	13	76.5
	10	7	17	100.0

From the group studied it appears that the men from the junior colleges of Minnesota are as well able to carry on the work of the last two years in the College of Engineering and Architecture as the men who take all their work at the University.

When 40 per cent of the group make an equal or better record in the University it would appear that the junior colleges are not any more liberal in their grading than are the departments in the College of Engineering and Architecture.

BEULAH COLLEGE, CALIFORNIA

"No unemployment at Beulah this year!" We are disappointing the depression this time, for every member of Beulah College who wanted or needed work this year has found a job. Places have been so well supplied that a sign, reading, "Wanted—a girl to cook dinners," was posted on the bulletin board for two whole days—unanswered!—*Beulah College Echo*.

Remedial Reading for Junior College Students

H. D. BEHRENS*

For a number of years special attention has been directed to those freshmen who without special help cannot remain in college on account of low marks. A number of important experiments have already been carried out with the primary purpose of improving the reading ability of college students. Almost without exception, positive results have been attained.

In the last few years attention has been given to a special class at Ohio State University, directed by Dr. L. C. Pressey, where the student might learn adequate methods of study. Since these classes have come into existence, investigations have shown that not only were correct methods of study on the part of the students lacking, but also adequate reading habits, which are necessary to do college work successfully. In order to remedy the defects in the students' reading habits, certain other methods and drill exercises have been used which have proved successful.

The study presented in this article was undertaken with the purpose of finding the effects of remedial drill in reading, in terms of scholarship, upon the work done by freshmen.

SELECTION OF STUDENTS

The selection of students was made on the basis of two reading tests. One was given in connection

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with the University Intelligence Test; the other of a different type was administered a day later. Those freshmen who scored in the lowest fourth on both of the reading tests were selected as the group to be used for this experiment. There were 531 such students. This entire group of 531 poor readers was divided into experimental and control sections, by taking every odd-numbered individual for the control section and every even-numbered individual for the experimental section from a list of the entire group arranged in order of scores on the Intelligence Test. There were, originally, 265 students in one group and 266 in the other. Over 50 from each group either dropped out of school before the end of the quarter or else were incomplete in their work either in the fall or winter quarters; these cases had to be dropped. The control group shrank from these causes to a final total of 213. In the experimental group there was loss not only from students dropping out, or being incomplete in their work, but also from students who did not attend the course. The final number of trained students was only 139.

MATERIALS AND METHODS

In order to adjust the materials to all reading abilities of the various students, reading exercises from the sixth grade through the college level were used. This reading matter was taken from textbooks that were used in the sixth,

seventh, and eighth grades, the high school, and college.

This material was grouped into five projects, each of which had a different purpose. The purpose of Project One was to find the main idea underlying a number of paragraphs; that of Project Two, to select all the important ideas from a number of paragraphs; while that of Project Three was to provide practice in organizing short passages into the form of an outline. Project Four was for the purpose of increasing speed of reading, and Project Five was to organize into an outline entire chapters of material from which the student prepared his daily lessons.

Each of the above-mentioned projects was subdivided into the three levels of elementary, high-school, and college reading material. There were from eight to fifteen forms at each level so as to provide adequate practice material for even the poorest student.¹

It was necessary for some type of test to be used as a check of the students' mastery of the material and readiness to go on to the next project. The tests consisted of material of the same nature and difficulty as that of the projects, being selected from the same sources but labeled as "tests" rather than as "projects." If a student did not pass a test, he was required to take more practice exercises of the same type. There were from five to eight forms of a test at each level.

At the first group meeting, the students were given written instructions which explained the va-

rious types of projects, the methods of procedure in each of these projects, and the hours during which the class would be in session.

All of the students were required to begin with the less difficult and work up to the more difficult material. They were not to advance from material of one difficulty to that of greater difficulty, nor were they to pass from one project to another, without passing satisfactorily a test. Through a close check upon the students' work it was possible to locate their chief difficulties, and the organization was so flexible that each student was given the type of training that helped most to eliminate these difficulties. The entire arrangement of the material was of the "self-teaching" type by which the student was permitted to go to the table where all the practice material was kept, get an exercise, work on it, and return it when he had finished. The student was also permitted to grade his own practice exercises and in this way locate his own errors. The tests, however, were graded by the instructor in charge.

Through a program of the nature mentioned above it was possible for the students to train themselves to locate their own weaknesses and to know when these weaknesses had been remedied.

The students in the experimental section were required to attend class a minimum of three hours a week, but were permitted to distribute the three hours over the three days during which time the class was in session in order to fit in with their schedules. The method of coming three hours the same day, however, was discouraged as much as possible. Regular attendance was expected until the entire

¹ Sample materials will be sent upon request by Dr. L. C. Pressey, Psychology Department, Ohio State University, Columbus, Ohio.

series of exercises was completed. Since the work was entirely individual, and since each student could progress at his own speed, some of the better students completed the exercises much sooner than did the poorer ones.

RESULTS IN TERMS OF ACADEMIC WORK

If, on the final check-up of the results, there was no indication of any improvement of the students' academic work, the project would have been largely futile. It seemed very important that the entire group of students be followed through at least two quarters of academic work to see to what extent the trained group benefited by the drill. The two quarters used for the check-up were the autumn quarter, during which time the experiment was in progress, and the following winter quarter.

Before presenting a comparison of the academic record made during the autumn and winter quarters, it should be made clear that there was no significant difference between the two groups in such factors as intelligence and initial reading ability.

A comparison of the experimental and control sections regarding intelligence, initial reading ability, and average number of hours carried during the autumn and winter quarters follows.

	Experi- mental Section	Control Section
<i>Autumn quarter</i>		
Number of cases.....	139	213
Mean intelligence percentile.	19.8	17.3
Mean reading percentile....	12.1	12.7
Average hours carried.....	15.4	15.3
<i>Winter quarter</i>		
Number of cases.....	120	156
Mean intelligence percentile.	20.7	18.0
Mean reading percentile....	12.8	13.0
Average hours carried.....	14.9	14.7

The academic work completed by the experimental and control sections during the autumn and winter quarters was as follows:

	Experi- mental Section	Control Section
<i>Autumn quarter</i>		
Number of cases.....	139	213
Mean point-hour-ratio.....	1.73	1.25
Standard error of mean....	.06	.05
<i>Winter quarter</i>		
Number of cases.....	120	156
Mean point-hour-ratio.....	1.85	1.60
Standard error of mean....	.05	.05

The difference of the means in the autumn quarter of .48 is highly significant since it is slightly over six times the standard error of the difference of .08. The figures for the winter quarter need some explanation. As might always be expected, a number of the students for several reasons did not complete records for the winter quarter. A number of students were dismissed under University ruling because of low marks. There was, then, a total of 19 students, or 14 per cent of the experimental section, and 57 students, or 27 per cent of the control section, that did not complete the winter quarter. Thus the percentage of students of the control group who did not complete work for the winter quarter was almost twice that of the experimental group. It was also found that the percentage (not the number) of the control section dismissed from the University because of low marks was over twice that of the experimental section.

The mean point-hour-ratio of the experimental section for the winter quarter was 1.85 while for the control section it was 1.60. The experimental section, then, showed an increase of .25 with a standard error of the difference of the mean of

.08. The difference of the means was slightly more than three times its standard error and may therefore be considered significant. It must, however, be remembered in considering these figures that the elimination among the control students was greater.

CONCLUSIONS

One of the most interesting inferences that can be drawn from this investigation is that regarding the possibility of training. Even though the average intelligence of the group of students represented in this study was below the twentieth percentile it was possible, through training, to increase their point-hour-ratio to the extent of .48 over that of another group who did not receive the training. This is equal to one-eighth of the possible range of grades and to approximately one-quarter of the actual range as the grades are usually distributed.

A further matter to be considered is the fact that this gain of .48 occurs at the place on the distribution where it is most valuable. That is, the trained students increased from what was not a passing standard to a level which was passing. (A passing standard is 1.8 point-hour-ratio.) It appears then that these trained students on the average made improvements of marked significance not only statistically but also from a practical viewpoint.

Another feature of importance which emerges from this study is the fact that it was carried on by the use of self-instructional materials. It is entirely possible and feasible to give a class of fifth-grade children a diagnostic test and to have them score their own results, find out for themselves what

remedial work they should do, go and get the exercises that they happen to need, practice on the exercises, remedy their difficulties and present themselves for examination. Obviously if a fifth-grade child can conduct himself in the manner indicated above there is no reason why a college student cannot do so. The writer would like to suggest that practice of remedial work can be carried on, as was done in the experiment reported upon in this paper, in a purely self-instructional manner if the students are provided with appropriate exercises in sufficient number. The students can also be placed upon their own responsibility to train themselves, to understand their own weaknesses, and to know when these weaknesses have been remedied. The writer feels that one of the most important results of this experiment has been the training of these students in habits of self-analysis and of self-correction and of independence.

LUTHERAN JUNIOR COLLEGES

Professor A. C. Streng, of Lutheran Junior College, Sequin, Texas, sends the following list of Lutheran junior colleges in the United States and Canada, whose names were not given in the 1932 Junior College Directory: Decorah Junior College for Girls, Decorah, Iowa; St. John's Junior College, Petersburg, West Virginia; Dr. Martin Luther College, New Ulm, Minnesota; Junior College, Conover, North Carolina; Concordia College, Edmonton, Alberta, Canada; Outlook College, Outlook, Saskatchewan, Canada; Luther College of Regina, Regina, Saskatchewan, Canada.

"Ancient History"

SUMMARY OF EARLY HISTORY

In a paper before the North Central Association, in 1915, President James R. Angell, of Yale University, at that time a professor in the University of Chicago, thus summarized the early development of the junior college movement:

Within the past ten years we have had several instances of high schools undertaking to supply two years of work in advance of the usual four-year high-school course, and in this case often calling themselves junior colleges. More recently we find in the state of California, as the result of special legislation, a state-wide system by virtue of which high schools are authorized to enter upon this junior college plan. A considerable number of schools have already availed themselves of the opportunity thus offered, and experience is rapidly in the making as regards the advantages and disadvantages which attach to such an arrangement. In Illinois we have had for a dozen years or more at Joliet an interesting and highly instructive experiment going on before us on the same lines. Many members of this Association will probably recall the similar experiment substantially contemporary with the Joliet plan which was launched at Goshen, Indiana, and which for purely local reasons has been discontinued. Within the last few years two of our great Chicago high schools, the Lane and Crane technical schools, have developed vigorous junior college organizations which promise to develop in the most successful way. A junior college curriculum has been also established this year in the Senn School. Still more recently at Grand Rapids and Detroit similar

enterprises have been set afoot, and many other schools throughout the general territory of this Association have either made actual beginnings in this direction or are laying plans for such a beginning in the near future. There seems therefore to be no reasonable question that the movement has come to stay, and the problem now before us is its wise guidance and the discounting so far as possible of the dangers and difficulties to which it may be naturally exposed.¹

BEGINNINGS IN THE PHILIPPINES

In a discussion of the junior college before the National Association of State Universities, in 1915, Dean D. P. Barrows, of the University of California, said:

It may be of interest to mention that the junior college plan was introduced into the Philippines some eight years ago, at the time that college and university instruction was organized there by the government.

The public-school curriculum in the Philippines embraces a primary course of four years, a specialized intermediate course of three years, and a secondary course of from four to six years. The four-year secondary course is given in high schools which are situated in the capitals of each province of the Philippines. It was originally intended that the strongest of these schools should develop six-year courses; but at present I think the six-year course is given only at Manila. The six-year course as originally organized, and as I think it is still taught, aimed to introduce the student into the several fields of knowledge—lan-

¹ *School Review* (May 1915), XXIII, 289-90.

guage, literature, mathematics, history, economics, and government, natural or inductive science, and the deductive process or philosophy. The courses were mainly elementary, although in some instances a second year's work in the same field was provided during the fifth or sixth year. The degree of preparation and grade of instruction have been quite on a par with American high schools and colleges.

At the end of six years the Bachelor of Arts degree is conferred. This Bachelor of Arts degree is just about the fair equivalent of the junior certificate of the University of California, or a certificate of completion of the junior college at the University of Chicago. The degree fits the student for professional or university work proper. In the Philippines the student who has this Bachelor of Arts degree enters at once upon his training in law, medicine, or higher studies. However, the Master of Arts degree in the Philippines is only given for three years of university training after the Bachelor's degree, and for this reason is on a parity as regards duration of time and plan of instruction with the American Master of Arts degree.

. . . . The American tendency to allow the commencement of professional studies in the junior and senior years would seem to indicate that the present American course is too prolonged. Another consideration was the fact that in the Philippines maturity comes earlier and the ordinary resources of the country do not warrant that extreme prolongation of youthful studies and activities which is possible in America.¹

SETH LOW ACHIEVEMENT

An article in the *Scop* of Seth Low Junior College, Brooklyn, states that

¹ *Transactions and Proceedings*, XIII, 133-35.

the group of Seth Low sophomores who took the college tests of the National Advisory Committee on College Testing last May stood highest of the 138 liberal arts colleges and junior colleges in the 38 states who participated in the national survey. The study included over 15,000 sophomores in American institutions. The statement says:

Intended to "offer to liberal arts colleges, teachers' colleges, and junior colleges throughout the country a selection of general tests for sophomores," the committee on college testing chose the English and General Culture examinations previously used by Pennsylvania colleges and added a third part, the Otis Self-Administering Test of Mental Ability.

In the General Culture examination in which the Seth Low sophomores easily surpassed their nearest rival by a score of 424 to 375, all divisions were not taken. Thus, when subdivided into Foreign Literature, Fine Arts, History, and General Science, Seth Low took second in knowledge of Foreign Literature, took thirteenth place in Fine Arts, but far outpassed all other colleges in knowledge of History and General Science.

Although leading all other colleges in Intelligence rating and General Culture, the Seth Low group was third in the English Examination. In this latter, which was composed of five parts, spelling, grammar, punctuation, vocabulary, and literature, Seth Low emerged first in spelling; was tied for second in grammar; was tied for second place in punctuation; took second place in vocabulary, and third in literature.

CHANGES NAME

Chicago Junior College is the new corporate name of the institution formerly known as Chicago Christian College.

Across the Secretary's Desk

PAST PRESIDENTS—JOHN W. BARTON

Private junior colleges have contributed much of the leadership in the junior college movement. Junior colleges for women have been especially well represented. It is interesting to note that, of the six presidents of private or denominational schools who have served as president of the American Association of Junior Colleges, all but one represented colleges for women. Even the one exception later became president of a women's college.

Dr. John W. Barton, vice-president and directing head of Ward-Belmont School, Nashville, Tennessee, was chosen tenth president of the Association both because of the long and successful history of the junior college he represents and because of his broad acquaintance with junior college problems.

There was some doubt on the part of many junior college men that a successful meeting of the Association could be held in the extreme eastern part of the country. There were few junior colleges in New England. All previous meetings had been held in the Middle West or the South. The attendance at Atlantic City in November 1929, however, was practically as large as at any previous meeting. Credit for the good attendance should go largely to President Barton for planning a program of unusual drawing power.

President Barton was born in Overton, Texas, October 25, 1892. He received his early training in the public schools. He received the degree of Bachelor of Arts from Trinity College, Texas, in 1913, and the degree of Master of Arts from Columbia University in 1914. Trinity conferred the LL.D.

upon him in 1927. After teaching several years in Trinity and Southern Methodist University, he became publishing agent and business manager of the publishing house of the Methodist Episcopal Church, South. In 1926 he became vice-president of Ward-Belmont School and Junior College, and during the past six years has demonstrated his peculiar fitness for that important position.

ARE THERE NOT OTHERS?

The following note from the dean of one of the smaller junior colleges in California is the type that is calculated to cheer the heart of a worried business manager of an infant venture in junior college journalism:

Just to cheer you and the *Journal*, I shall let you know that at a junior college faculty meeting last evening eighteen of those in attendance signed my circulating paper calling for subscriptions for the *Junior College Journal*. These will be posted within a week.

If half the junior colleges in the country would do half as well in proportion, the financial stability of the *Journal* would be assured. Go, thou, and do likewise!

BACK NUMBERS WANTED

The publishers of the *Junior College Journal* will pay fifty cents a copy for a limited number of copies of the issues of November and December 1930, and January and February 1931 (Nos. 2, 3, 4, and 5 of Volume I). Anyone having extra copies of these numbers for sale is asked to write to STANFORD UNIVERSITY PRESS, Stanford University, California, giving numbers, quantity, and condition.

The Junior College World

THE ECONOMIC OUTLOOK

In a recent circular of the United States Office of Education, "The Economic Outlook in Higher Education for 1932-1933," Henry G. Badger summarizes information received from seventeen public junior colleges in different parts of the country. He found that three had increased their tuition charges an average of 13 per cent, one had reduced it 10 per cent, and the others were unchanged. Ten were receiving smaller amounts from public supports than the previous year. In eleven junior colleges the salary of the dean had been reduced an average of 11 per cent, while in one it had been increased 4 per cent. Reduction of salaries of instructors was reported in but four institutions, the average decrease being 11.5 per cent. Only one institution, located in North Dakota, reported any decrease in teaching staff.

SOPHOMORE TEST RESULTS

The report of the 1932 College Sophomore Testing Program under the auspices of the American Council on Education is published in the October issue of the *Educational Record*. It includes tabular summaries of the average scores made by students in 138 colleges, including 33 junior colleges. The published summary states:

It appears that the women's liberal arts colleges are superior in seven of the eight variables (tests), the exception being general science. According to the intelligence test, the junior colleges seem to be slightly superior.

With these two remarks, we have exhausted the notable differences among the seven types of colleges here represented. All seven types, with minor exceptions, display a considerable variability.

It may be noted, also, that over half of the junior colleges made average scores above the median for the group in all but one of the eight tests for which the results are summarized.

PHI RHO PI CONVENTION

The national convention of Phi Rho Pi, the national junior college forensic honor society, will be held at Duluth Junior College April 28-29, 1933. Minnesota now ranks second in number of chapters of this growing organization. Six new chapters have recently been organized in the following junior colleges: Averett, Virginia; Bluefield, Virginia; Coffeyville, Kansas; Itasca, Minnesota; Little Rock, Arkansas; and San Bernardino, California. Sylvia D. Barnes Mariner, of Parsons Junior College, Kansas, is national president, and Roy C. Brown, of Virginia Intermont College, is national secretary-treasurer. There are a total of twenty-five chapters in thirteen states.

VIRGINIA INTERMONT

Virginia Intermont College, Bristol, Virginia, opened its forty-ninth year of work with an enrollment of 333 students, filling almost all departments of the institution to capacity. The student body represents twenty-three different states.

RAIN CHECKS OR DIPLOMAS?

From a thought-provoking article with the foregoing title by J. H. Lloyd in the October *School Life*, the following is taken:

Fewer public-school enrollments of postgraduates have been reported in cities which have junior colleges. This fact raises the question: "Are public high schools becoming junior colleges?" Since this type of college is the next step above the secondary school on the educational ladder, many would probably answer yes. Postgraduates are calling upon high schools to give "junior college" service where there is no junior college. The junior college at Norfolk, Nebraska, operated by public schools, has taken care of many postgraduates. At Parsons, Kansas, Superintendent Hughes says "the most effective work done in this community by schools for relief of unemployment has been through the junior college and the upper units of the high school." The last graduating class from the junior college in the latter city was twice as large as it was the year before. Other junior college enrollments have shown decided increases in recent years.

MODESTO STUDENTS

Replies received from 62 per cent of 1,268 former students of Modesto (California) Junior College indicate that only 48 per cent are now engaged in the occupations which they intended to enter when they began their college work. The most common occupations were found to be business, 32 per cent; teaching, 21 per cent; trades, 7 per cent; agriculture, 7 per cent; and housewives, 16 per cent. Only 29 per cent were residents of the junior college district at the time the replies were received. Sixty-four per cent of the group had graduated

from the junior college, of whom over three-quarters had entered colleges or universities.

JUNIOR COLLEGE WRITER

School Life, published by the United States Office of Education, printed in its issue for October the following poem, and note regarding its author:

IDYLL

I must flee
From this urban bedlam.
I want to loiter
Down a country lane
At evening
Beside a brindle bossy cow.
I want a stalk
Of wild wheat
To chew
I want to go barefoot
And let the cool, velvet dust
Cling to my feet.

—MAURICE ATKINSON

Maurice Atkinson was outstanding in high school in oratory and debate and won the southern California oratorical championship, in 1932, in a world problem contest. His other interests are literature, economics, and political science. In the *Scholastic* contest this year he was awarded second prize in book reviews. He is now attending Long Beach Junior College.

EDUCATION INDEX

The H. W. Wilson Company announce that the first cumulated volume of *The Education Index* has just been published. This covers a single-index reference to all important articles published in 117 educational periodicals during the past three and a half years. It includes all articles published in the *Junior College Journal* since it began publication, and many references to junior college material in other publications.

CALIFORNIA GROWTH

Interesting facts regarding the growth of the district junior college movement in California are summarized in the following statistics just compiled by the Division of Research and Statistics of the State Department of Education for the years 1930-31 and 1931-32.

	1930-31	1931-32
Number of junior college districts	16	17
Average daily attendance.....	10,192	15,693
State enrollment	21,260	25,493
Number of graduates	2,016	2,688
Percentage of total junior college enrollment in district junior colleges	78.9	84.2
Number of certificated employees	606	797
Property valuation	\$3,368,893	\$5,524,311
Outstanding bonded indebtedness	\$1,528,000	\$1,180,000

Expenditures per student in average daily attendance were as follows:

	1930-31	1931-32
Current expenses	\$239.32	\$210.18
Capital outlay	37.39	70.18
Total	\$276.71	\$280.98

It should be remembered that these facts refer only to the district type of public junior college in the state. There are as many more of the high-school departmental type, although the enrollment in them includes only one-sixth of the total junior college enrollment of the state.

ONLY DAD'S CLUB?

Duluth Junior College, Minnesota, claims to have the only Junior College Dad's Club in the United States. Is there any other institution to dispute this claim? It is considered one of the most distinctive and significantly helpful features of the institution.

TECHNICAL EDUCATION

The San Jose, California, Junior College has issued this fall a revised *Announcement of Two-Year Courses in Technical Education*. The statement in an introductory note is significant:

This is the second edition of the bulletin describing in detail the courses which have been developed at the San Jose State College and are now being offered as training for the semi-professions. The first edition was published just a year ago and the number of copies printed was thought to be adequate for at least two years. The fact that this supply is now exhausted is gratifying evidence of the real and rapidly spreading interest in these courses.

Courses are outlined in detail covering the following fields: Art Crafts, Commercial Art, Costume Illustration, Design, Drawing and Painting, Home Decoration, Photography, Accounting, Bookkeeping, Merchandising, Secretarial, Stenographic, Clerical, Journalism, Child-Training Procedures, Cooking and Catering for Profit, Costume Construction, Home-Making, Hotel Procedures, General Shop Engineering, Farm Mechanics, Music, Laundry Training, Police Administration, Speech Arts, and Dental Assistance.

THE JUNIOR COLLEGIAN

The Junior Collegian, the student paper of Los Angeles Junior College, is issued twice a week in an edition of 5,000 copies. All the presswork is done at the College.

NEW DEAN AT ITASCA

Carl C. Guise, for ten years dean of Parsons College, Iowa, has been made dean of Itasca Junior College, Coleraine, Minnesota.

STUDY OF GREEK

The study of Greek is found in a considerable number of denominational junior colleges, but it is safe to say that very few indeed are the public junior colleges where such a course is given. There is at least one public junior college, however, that at Riverside, California, where Greek has been a part of the regular curriculum for several years. This year it boasts of the largest class in its history, composed of seven students, one of whom is a native of Greece.

SEVEN YEARS' INCREASE

The Southern California Junior College Association has issued a statement giving the unofficial September enrollment in each of the eighteen member public junior colleges since 1926. The September enrollment of 1932 showed an increase of 2,551 students or 19.4 per cent over the enrollment in September 1931. All except three of the institutions showed distinct increases. A summary of the figures since 1926 follows:

1926	1,973
1927	3,421
1928	4,995
1929	7,425
1930	10,168
1931	13,145
1932	15,696

The largest increase was shown by Los Angeles Junior College, which reported an enrollment of 4,457, as compared with 3,750 at the same time last year.

YOUNG HARRIS GROWTH

Young Harris Junior College, Georgia, is the largest junior college

under the auspices of the Southern Methodist Church, and the largest in Georgia. The enrollment this fall was 270, of whom 115 were in the second-year class, the largest in the history of the institution. It is one of the three out of fifty-three Methodist schools that are out of debt. The trustees are now endeavoring to increase the college endowment to \$100,000. One of the policies of the Board of Trustees is to construct at least one new building each year. This has been done for three consecutive years, and another one is planned for the current year.

PADUCAH JUNIOR COLLEGE

As a result of concerted movement by civic and social organizations in Paducah, Kentucky, a new junior college has been established. The school is supported wholly by tuition and gifts. Dr. Stanley N. Reeves is the dean in charge of the educational program.

MINNESOTA REPORT

Reports from the newly organized Junior College of the University of Minnesota indicate that the registration for the first quarter was 450, including students of all grades of college ability from very high to very low. A unique feature is the extensive use of movies and talkies in the classroom instruction.

INTRODUCING LAMAR COLLEGE

The following item from Beaumont, Texas, informs us of another change of name: "On August 20, 1932, South Park Junior College was officially changed to Lamar College. The college here has outgrown the localized area, hence the change of name."

Reports and Discussion

STATE HIGHER EDUCATION

The recommendation of the Commission of Seven on *State Higher Education in California*, published as a report of the Carnegie Foundation for the Advancement of Teaching, is one of the most significant contributions which has been made to the literature of higher education during recent years. The report contains more than twenty important recommendations related either directly or indirectly to the junior college program. Possibly the most important of these recommendations are: (1) making provision for co-operative understanding and co-ordinate effort in the operation and articulation of the common-school system and the university system through the establishment of a State Council for Educational Planning and Co-ordination; (2) placing all public junior colleges except those now attached to the state university or to state teachers colleges under the jurisdiction of the State Board of Education; (3) making the Board of Regents of the University responsible for the reorganization of those junior colleges which are to be left attached to the two senior colleges of the University and to the teachers colleges; and (4) making the Council for Planning and Co-ordination responsible for fostering co-operation between the two governing boards. An arrangement of this kind should result in a unified program of education at all levels, with the elimination of wasteful duplication. The junior colleges would remain in their proper place as a part of secondary education and, with the exception of those attached to the University and the teachers colleges, would be managed as local schools under the general supervision of the State Board of Education.

The writer is in essential agreement

with all of the recommendations of the Commission. The value of the report is not limited to readers or to institutions in California. As education at the junior college level develops more extensively throughout the country, many of the recommendations will apply to other states equally as well as to California.

FLOYD W. REEVES
Professor of Education

UNIVERSITY OF CHICAGO

HOLDING POWER IN TEXAS*

Of the seventeen public junior colleges in Texas, only nine returned the questionnaire sent them this year by the committee studying the holding power of the public junior colleges in the state. These nine are as follows: Tyler, Texarkana, Paris, Wichita Falls, San Angelo, South Park, Brownsville, Gainesville, and Houston. It happens that neither Gainesville nor Houston furnished information to the committee last year, therefore for our present study we have only the results to be tabulated for the past two years from seven junior colleges.

In the summary given below, the first seven lines refer to the situation in 1930-31; the last seven lines give corresponding information, for comparison, gathered a year earlier. Most of the captions are self-explanatory. Two or three explanations, however, may be given. Line five gives the percentage of students returning in 1931-32 who enrolled as freshmen in 1930-31. Line six gives the percentage of students who returned in 1931-32, based upon the number who actually

* A report, slightly condensed, prepared last spring for the public junior colleges of Texas by C. W. Bingham, superintendent of the South Park Junior College, Beaumont, Texas.

finished the freshman year of 1930-31. Line seven gives the total number of students who transferred to other colleges after having completed the year's work.

1. Number of freshmen enrolled, 1930-31.....	886
2. Number of freshmen finished, 1930-31.....	695
3. Percentage finished, 1930-31.....	78.4
4. Number of freshmen returned as sophomores, 1931-32	422
5. Percentage returned, 1931-32.....	47.6
6. Percentage finished and returned, 1931-32..	60.7
7. Number transferred	78
8. Number of freshmen enrolled, 1929-30.....	971
9. Number of freshmen finished, 1929-30.....	708
10. Percentage finished, 1929-30.....	72.9
11. Number of freshmen returned as sophomores, 1931-32	344
12. Percentage returned, 1930-31.....	35.4
13. Percentage finished and returned, 1930-31..	48.5
14. Number transferred	108

The first result noticed in the study is that, for the seven colleges mentioned, the total enrollment of freshmen was smaller in 1930-31 than in 1929-30, the figures being 886 against 971, or a decrease of 85. The number finishing the freshman year of 1930-31, however, was 695, while those finishing the freshman year of 1929-30 was 708, showing a net decrease of only 13. In other words the holding power for the year 1930-31 as compared with 1929-30 was much better. The percentage of freshmen finishing the year 1930-31 was 78.4, while for 1929-30 it was 72.9, or a gain of 5.5 per cent.

Of the 1930-31 freshmen, 433 returned to junior colleges for the session 1931-32, while of the 1929-30 freshmen only 344 returned to junior colleges for the 1930-31 session. Of the 1930-31 freshmen, 47.6 per cent re-enrolled in the junior colleges for the 1931-32 session, as compared with 35.4 per cent the preceding year, an increase of 12.2 per cent. Of the number of freshmen who actually finished the year 1930-31 and returned as sophomores in 1931-32 the percentage is 60.7, while for the preceding year it was 48.5, an increase of 12.2 per cent.

It also appears that the holding power of the public junior college is stronger, as indicated by the fact that of 1930-31 freshmen only 78 transferred to other colleges, while of the 1929-30 freshmen there were 108 transfers.

From the report as submitted by this committee last year we have the following figures for comparative values: beginning with the year 1926-27, when figures were available from six public junior colleges, 44 per cent of that year's freshmen returned to junior colleges in 1927-28; in 1927-28, in nine public junior colleges, 40 per cent of the freshmen returned; eleven junior colleges reported in 1928-29, and the percentage of freshmen re-entering was 39; the report for 1929-30 from fifteen public junior colleges indicated that only 35 per cent of the freshmen returned as sophomores in 1930-31.

Therefore there has been, since 1926-27, a decrease in the ability of the junior colleges to hold the students for the second year through 1929-30. However, in the seven colleges compared, the percentage of 1930-31 freshmen returning for the second year in 1931-32 was 47.6, indicating an upward trend.

NORTHERN CALIFORNIA

The Northern California Junior College Association met at San Mateo Junior College on October 8, 1932. Representatives were present from the nine member junior colleges, Sacramento, San Mateo, Modesto, Marin, Menlo, Yuba County, Salinas, San Benito, and Lassen Union, together with delegates from Armstrong Junior College, and visitors from the University of California and Stanford University, to the number of 125. The Carnegie Report on Higher Education in California formed the basis of the discussion for both sessions.

The morning session was called to order by President J. B. Lillard, of

Sacramento Junior College. Superintendent Homer Martin, of the San Mateo Junior College District, welcomed the delegates. The first speaker was President Alexander Roberts, of the San Francisco Teachers College, whose "keynote" address was both an inspiration and a helpful warning to the group. He paid tribute to the philosophy of the Carnegie Report, which philosophy he found in the 47 specific recommendations. Though he pointed out particular parts of the report that would be subject to criticism, he urged a spirit of co-operation among the several units of the educational organization.

Professor Walter Eells, of Stanford University, discussed the five functions or services of the junior college. He commended the principles announced, but with others criticized the general lack of a plan of procedure to make those principles workable. Too much has been left to the Planning Commission. In connection with the "Social Intelligence" curriculum, Professor Eells called attention to the attempt at the University of Minnesota to meet the demand for such a curriculum, outlining certain of the basic courses. Harry Tyler, Dean of Men, Sacramento Junior College, then discussed "Guidance." He presented several practical suggestions for finding aptitudes and interests of students.

Walter Morgan, Assistant State Superintendent, discussed the "Financial Consequences of the Report," raising three definite objections to the plan of financing junior college work: (1) that it violates the principle of equalization through the state, (2) that it is impractical in that it passes back to local units a greater burden of tax at the very time when those bearing such burden are seeking to shift part of the load to the state, (3) that the recommendation for higher tuition fees violates the principle of free education.

Over eighty delegates met for lunch at the Hotel Benjamin Franklin, where

music was furnished by the string ensemble of the San Mateo Junior College, and by Mr. Fred Roehr. Reports were made by Dr. Horace Hoch, Modesto Junior College, as Commissioner of Athletics; by Dr. Balderston, San Mateo Junior College, as Commissioner of Fine Arts; and by Miss Cobb, Marin Junior College, Commissioner of Women's Activities. The report of the nominating committee was adopted unanimously, and the following officers selected: president, Melrowe Martin, superintendent of Salinas Junior College; vice-president, Dr. Dwight Baker, Dean of Modesto Junior College; secretary-treasurer, Harold F. Taggart, Dean of Men, San Mateo Junior College. The commissioners were continued in office. Following this short business session, the afternoon program was continued at the tables.

Professor Guy Montgomery, Associate Dean of the College of Letters and Science, University of California, speaking as the representative of President Sproul, emphasized the interest and co-operation of the University, and speaking in his own personality, suggested with good humor, yet seriously, the substitution of a real comprehensive examination (not of the factual type) for grades as a test for entrance to the University. Dr. Merton Hill, director of admissions, University of California, presented the results of his investigation of the records of 5,220 junior college transfers to the major institution of California. Space forbids a review of the conclusions, but the figures proved the satisfactory work in the upper division of junior college students, not only on the part of those who had met the high-school requirements for admission, but also on the part of those who could not have so qualified. This report, based on objective data, was especially gratifying to a group of junior college instructors.

Dean Charles S. Morris, of San Mateo Junior College, discussed "Articu-

lation." After summing up the trend of thought throughout the day, he advocated a more liberal policy for admission to the upper division, in the different curricula, a policy that would not hold a student so rigidly to specified requirements.

HAROLD F. TAGGART
Secretary

CENTRAL CALIFORNIA

The administrative fall meeting of the Central California Junior College Association was held at Porterville, October 8. The greater part of the session was devoted to administrative matters of interest to the participating colleges. It was decided to hold a special session for teachers and administrators on December 17 at Porterville, the State Department to co-operate in preparing a special program for the meeting. It was voted to invite the legislators of the district to attend the spring meeting of the Association. New officers were elected as follows: president, B. E. Jamison, of Porterville Junior College; vice-president, J. G. Howes, of Taft Junior College; secretary-treasurer, to be selected by the president.

ELMER ENSZ
Temporary Secretary

SOUTHERN CALIFORNIA

Fullerton Junior College was host for the fall meeting of the Southern Junior College Association, which was held Saturday, October 15. The principal features of the morning session were an address, "Some Problems in Higher Education: How Are They Being Met?" by Dr. W. W. Kemp, dean of the School of Education of the University of California; and an address, "Recent Significant Changes in the Administration of College Education," by Dr. Ellis M. Studebaker, president of La Verne College.

Following the general session, at

which Dr. J. W. Harbeson of Pasadena Junior College, president of the Association, presided, a dozen section meetings were held, devoted to administration, art, biology, business, English, home economics, journalism, language, library, mathematics and engineering, music, physical education, physical science, and social science.

After an informal luncheon, short talks were given on visual education, followed by an excursion for those interested to the Irvine-Santiago Dam, under the leadership of A. C. Terrill, Pasadena Junior College, chairman of the section on mathematics and engineering.

JUNIOR COLLEGES IN UTOPIA

Utopia exists. Somewhere at the base of the rainbow is the promised land. Realities exist in the visions of men as well as in the hard, cold facts of this struggle for existence. Ulysses made his quest for the golden fleece, King Arthur's knights braved all for the Holy Grail, and Spanish conquistadores sought El Dorado. Today, man's quest continues: the B.E.F. wants all its bonus money now, the Democrats want the postmasterships, and the *Junior College Journal* wants more subscribers.

Prosperity isn't around the corner in Utopia; it has moved into the spare room for the rest of the days, not declining days at the dinner table either. In Utopia razor blades never grow dull, collar buttons never disappear, and after-dinner speakers are unknown. Verily, the lion and the lamb, the cat and the dog, devote their time to contract bridge, and the wolf at the door doesn't even kibitz.

What and where and when is Utopia? Interrogate Eddie Tolan, Al Capone, Peggy Joyce, H. L. Mencken, Greta Garbo, Will Rogers, or whom you will, and you will have as many Utopias.

Are there junior colleges in Utopia's state of Osceola? What would Floyd Gibbons say if he went on a barnstorming tour? What would Ed Winn say? What would Borah say? Indeed, what would the Osceola Taxpayers' League say? Too much, probably.

Yes, there are junior colleges in Osceola, for Osceola is attempting an educational experiment, noble in motive. Space does not permit a detailed description. Cognizant of the vast area, the growing population, the unusual natural resources, and the progressive spirit evinced by its leaders, you may be sure that the experiment is founded upon the desire to test some of the various types of educational organization being tried out in America.

Osceola's universities (Osceola, Dewey, Eliot, Jordan, and Harper) have no lower divisions and offer no lower-division work. They are situated in the five strategic centers of the state. While each has a complete set of professional schools, each one also specializes—Osceola in medicine, Dewey in education, and so on.

There is no uniform junior college system. The Education Planning Commission has set up an extensive experiment. Analyzing carefully the diverse conditions of the state, it has devised a scheme whereby several different kinds of junior colleges may be tested during the next twenty years. During this period junior colleges in Cubberley County will fit the 6-4-3 system, in Harper County the 8-4-2 system, in Eells County the 6-3-3-2 system, in Whitney County the 6-3-2-3 system, and in Wood County the 6-4-4 system. These counties already have district junior colleges and are comparable in the general condition of the region. Other counties, including Campbell, Lange, Eby, O'Brien, Suzzallo, Koos, and Zook, have been given these various systems for further comparison and controlled experiment. Careful records are being made. Each county has a special research staff supported

by special funds. Careful testing will be necessary during two decades and at the end of that time the material will be studied and final recommendations will be made. It is probable that several types will be eliminated. At the same time a number of curriculum experiments are being made, but they are too detailed to discuss here.

LAURENCE R. CAMPBELL

MENLO JUNIOR COLLEGE
MENLO PARK, CALIFORNIA

ETHICS FOR AUTHORS

The Committee on Ethics and Business Procedure of the Educational Press Association of America has issued the statement which follows, growing out of a presentation and discussion of the subject of "Duplicate Authorship" at the annual meeting of the Association in Washington, D.C., in February 1932. It is hoped that all authors of articles intended not only for the *Junior College Journal* but for other educational periodicals as well will be guided by the clear statement of principles which the Committee has formulated.

THE OCCASION

On March 11, 1932, Walter C. Eells, editor of *The Junior College Journal*, Stanford University, California, submitted to the Committee on Ethics and Business Procedure of the Educational Press Association of America the following information regarding "Duplicate Authorship" and suggested the need for a statement of general policy to cover such situations:

1. An author sent me a manuscript which I read and accepted for publication. A month later he wrote me withdrawing it with regret with a statement that several months previously he had submitted it to another educational journal but had only just heard from them that they had accepted it, and he felt that they had priority.

2. An author sent me a signed article dealing with the results of a survey which he had conducted. I accepted this and sent it to press. Before it appeared I dis-

covered identically the same article in another journal of educational circulation. Subsequent to its appearance in our publication, it was published in still a third. No statement was made by the author that it was being submitted in duplicate to other journals.

3. An author sent me an article which I accepted and of which I sent the proof to him for approval. He approved it and returned it to me. After it was in press and it was too late to make a change, I received an urgent telegram from him asking me to suppress it or to postpone it for a month until a similar but not identical article by him could be published in another journal. It was too late to grant this request had it been possible to do so. As a result, however, it was not published in the other journal.

4. One issue of our journal each year is devoted to the articles and papers given at the annual meeting of the American Association of Junior Colleges. Upon my return from Washington all these papers were edited and sent to press. I have just received a request from an author of one of them to suppress it in order that he may send it to another journal first which pays for contributions.

5. I, myself, sent an article some two years ago to the editor of an educational journal. It was promptly acknowledged by the secretary, who said that I would hear from the editor in a short time. I waited six months and then wrote asking the fate of it. It was a year before I finally received information.

6. An author presents a paper before an educational association in whose proceedings it is printed. Prior to the issuance of that publication, however, he presents it to a journal and it is published there with no indication that it has previously been presented at a national educational conference.

COMMITTEE ACTION

The chairman of the Committee on Ethics and Business Procedure on March 19, 1932, sent a copy of Mr. Eells's letter to each of the other two members of the Committee: J. McKeen Cattell, Garrison, New York; and J. H. Hickman, Charleston, West Virginia; and also to the President of the Educational Press Association, William McAndrew, East Setauket, New York; and to the editor of the *Journal of*

the National Education Association, Joy E. Morgan, Washington, D.C. On the basis of the replies received, the Committee submits herewith the following statement:

PRINCIPLES RECOMMENDED

1. Every editor in dealing with inexperienced writers should be sure that the correspondence provides a complete understanding of all the conditions regarding the manuscript, including its possible use elsewhere, expectation of pay, and other questions. The syndication of material through a number of local or state publications is common.

2. It is ethical for an editor promptly to acknowledge receipt of a contribution and to notify a contributor of acceptance or declination of the article.

3. It is unethical for a writer to send copies of manuscript to different journals without notifying each editor that he has done so.

4. It is unethical, after an article has been accepted by one editor, for the author to send it for publication to another editor.

5. It is unethical for an author to submit to an editor copy of an address delivered to any audience without sending a statement of where and when it was delivered. All papers and addresses read or delivered before an association or any of its departments very properly become the property of the association.

Respectfully submitted,

J. HERBERT KELLEY, *Chairman*
Pennsylvania School Journal

CHEVY CHASE PROVOST

Dr. Henry G. Doyle, Dean of the Junior College of George Washington University, has taken on the additional duties of Provost of the Chevy Chase Junior College, Chevy Chase, Maryland. He will act as educational adviser and co-ordinator of the Chevy Chase institution, which was founded in 1901, and which established junior college work under Dr. F. E. Farrington in 1927.

Judging the New Books

Edited by John C. Almack, Stanford University

JESSE B. SEARS. *The Modesto Junior College Survey*. Board of Education, Modesto. (March 1, 1932.)

The preface to this work states that it was prepared with two ends in view: (1) that of fitting the junior college into its proper place as a part of the Modesto public school system; and (2) that of evaluating the present college program and making suggestions for its improvement. Some "weaknesses were found, but they were in the nature of growing pains" (p. v). "Of all that has been commended the most significant single thing is the fine enthusiasm of the faculty" (pp. v-vi).

There are ten chapters with a total of 260 pages. The table of contents is well analyzed and, as an excellent and unusual feature in a school survey, the volume closes with an index. Chapter divisions include such topics as (1) the organization of the college, (2) the faculty, (3) the student body, (4) the curriculum, (5) the extra-curricular activities, (6) the library, and (7) finance and business management. There is a list of 42 tables, seven charts, a personnel form for students, and a map showing the geographical distribution of students.

The chapter on the curriculum represents a high standard of constructive research and thinking and may well serve to illustrate the survey. Dr. Sears makes the point that "What the college teaches must be

determined in part by what the world at large demands of or hopes for from the students, and in part by the nature and needs of the students themselves" (p. 109). Accepting the conclusion that "the junior college is the final unit of the school system concerned with general training," the author finds "an urgent demand for courses with more specific aims—aims that look directly to practical careers as goals."

In collecting data for his generalizations, Dr. Sears calls upon the teachers to supply information describing the general and specific aims of their courses. The results are encouraging and indicate that the teachers are aware in the main of modern points of view in education. Discipline as an aim is mentioned but once or twice; general culture as an aim is also not strongly emphasized. Preparation for senior college was given a few times, only. The aims stressed most are mastery of techniques and development of skills, actual preparation for occupations, health, social development, and responsibility for transmitting our social heritage and for its improvement.

Dr. Sears recommends a change of policy in respect to departmentalization. The present tendency, he says, is toward too many separate divisions. He advises co-ordination and integration which will direct the teaching toward definite and approved aims, and will eliminate unnecessary duplication, and at the

same time end course isolation, existing now in a few instances. "One gets the impression," says the survey, "that preparation for a career is not faced frankly as a college aim." To develop a definite curriculum point of view, to consolidate effort toward well-defined objectives, is "the really big work ahead for the American junior college."

About twenty-five pages are devoted to a description of methods and techniques for developing the curriculum. A good outline plan for organizing the staff into curriculum committees is given, and proposals made for bringing about a closer co-ordination of high-school and junior college curricula. An interesting table (p. 139) shows how the curriculum has developed, and subsequent discussion indicates how it may be further expanded.

It is significant to observe that certain departments, for example, mathematics, soon reached maturity, while other departments, for example, English, have continued to grow. The chapter closes with a summary of recommendations: greater concreteness and more attention to the needs and interests of the students, integration of departments, a careful study of the curriculum and continuous revision, and the introduction of "a real plan of guidance and counseling." To the reviewer, it seems that the conclusions are reasonable and sound, and that the section offers a good model for other surveys to follow.

A real contribution to college teaching would result from an adoption of the recommendation that supervision of instruction be introduced. Its need is well established: good supervision, says Dr. Sears, "would find out why students

are much more successful in some courses than in others, why such large numbers start subjects and then drop them after a trial of two to four weeks, why so many say they plan to go to college but do not go, why some teachers are chosen by many and others by few as advisers, why some elective courses are often chosen and others seldom chosen," and, one may add, how teaching may be made better.

The final chapter, as one representing Dr. Sears's major field of interest, also sets a high standard. The recommendations on finance and management are thoroughly sound and practical. The report is of great value to junior college administrators, and the Modesto School Board is to be congratulated on having retained the services of a man of national reputation and of broad survey experience to study their junior college problems. The data, principles, and techniques of the survey should also aid others in improving their junior college programs.

WALTER CROSBY EELLS. *The Junior College*. Houghton Mifflin Company, Boston. 1931. 833 pages.

The following corrections should be made in this volume:

Page 22, last line: *for ninety-three read ninety-four.*

Page 24, Kansas: *for 1,178 read 1,778.*

Page 145, interchange the two footnotes.

Page 156, last line: *for three and two read two and one.*

Page 182, heading: *for Independent of Organization read Independence of Organization.*

Page 188, Farrington: *for Sixth Annual Meeting read Ninth Annual Meeting.*

Page 332, Harbeson: *for Sixth Yearbook of the Department of Secondary School Principals read Sixth Yearbook of the Department of Superintendence.*

- Page 333, McNutt: for *Mental Hygiene*, vol. 12 read *Mental Hygiene*, vol. 13.
- Page 383, diagram: add line connecting "Dean of Women" to center of diagram.
- Page 480, Table 46, last column: for Public Speaking 5 read Public Speaking 4; for Physical Education 1 read Physical Education 2.
- Page 495, Table 50, last column: change to read: Languages, Modern, 60; Biological Sciences, 92; Physical Education, 117; Art, 284; Commercial, 45; Engineering, 244; Home Economics, 248; Music, 278.
- Page 513, line 4: for size read cost.
- Page 523, line 27: for 15 cents read 25 cents.
- Page 545, Question 10: eliminate Koos.
- Page 554, Table 61, third column, Gattis: for \$1,500,000 read \$15,000,000.
- Page 564, line 16: eliminate only.
- Page 575, Question 15: for page 571 read page 570.
- Page 576, Koos: for *School Review*, vol. 29, pp. 404-33 read *School Review*, vol. 29, pp. 414-33.
- Page 592, Table 62, column VI: for 8 read 18.
- Page 594, Table 64, High school type, Maximum, column VII: for 16 read 8.
- Page 607, Table 67, footnote: for derivative read deviation.
- Page 665, line 5: for James J. M. Wood read James M. Wood.
- Page 830, Smith, L. W.: for 655 read 665.

W. C. EELLS

OREGON DEVELOPMENT

Junior college work without the name is being developed in Oregon according to an attractive illustrated booklet, *Oregon State System of Higher Education*, which was extensively circulated among high-school graduates last summer. Under the caption, "Lower Division Privileges at Ashland and La Grande," it says:

At the Ashland and La Grande normal schools local students whose motive for entering is not that of teaching

will be admitted, at least for the present, along with the regular teacher-training students. The object of this concession to the southern and eastern normal schools is to distribute the benefits of general college studies to as wide an area of the state as possible. Students pursuing such general studies, which are elements in the regular teacher-training curriculum, are able to obtain lower-division credits applicable toward the junior certificate at either Eugene or Corvallis.

The United States Office of Education, in its survey of higher education in Oregon, recommended full junior college work at Ashland and La Grande Normal Schools.

YAKIMA JUNIOR COLLEGE

The semi-public junior college at Yakima, Washington, opened its fifth year with an enrollment of 113, somewhat of a reduction in numbers, due to the severe depression in eastern Washington and the substantial tuition which is necessarily charged. The *Yakima Daily Republic* says:

Yakima Valley Junior College today begins another year of scholastic work. While the college is not a part of the city school system and depends entirely upon tuition fees for its maintenance, yet it may quite properly be regarded as one of the main educational assets of the community. A hundred young people this morning began their college year with the assurance that at the Yakima institution they will receive quite as good training as would be available to them in any other institution in the state, though necessarily the small college does not offer as many subjects. Dean Elizabeth Prior and her loyal faculty members are giving excellent service at the college.

Bibliography on Junior Colleges*

2249. WORKS, GEORGE A. (secretary), "Proceedings of the Commission on Institutions of Higher Education of the North Central Association," *North Central Association Quarterly* (June 1932), VII, 33-58.

Includes reports on accreditation of junior colleges (p. 34), on educational experiments affecting junior colleges (p. 36), revised standards for junior colleges (pp. 40-41), list of 56 junior colleges accredited by the Association (pp. 52-53), and lists of junior colleges accredited by other regional associations (p. 58).

2250. ZOOK, GEORGE F., "No!" *Journal of Higher Education* (June 1932), III, 296-98.

A reply to Dean Hancock's question, "Shall the Sky Be the Limit?" in same issue. See No. 2211.

2251. BENNER, THOMAS E., *et al.*, "Report on the Joliet Junior College Experiment," *North Central Association Quarterly* (September 1932), VII, 175.

Approves of experimental work in American history and chemistry and recommends possible extension of the experiment to two other courses.

2252. BRINTLE, S. LANCE, *Manual of Information for the Advisory Committee*, Long Beach Junior College, Long Beach, California, 1932, 24 pages.

Contains a large amount of information for student counsellors, including objectives of guidance, explanation of the Long Beach prediction and guidance chart, entrance data, occupational analysis, graduation requirements, student activities, and similar information.

2253. CALIFORNIA SCHOOLS, "County Junior College Tuition Tax" (September 1932), III, 290.

* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

Report of decision of Supreme Court in case of *Pasadena Junior College District vs. Board of Supervisors of the County of Los Angeles*. "When the board of supervisors of a county refuses to levy the required tax, the power of the board to levy the tax continues until the obligation has been fully satisfied and it is the duty of the board to levy the required tax at the time the next levy of county taxes is made."

2254. CALIFORNIA SCHOOLS, "First Apportionment of State School Funds, September 10, 1932" (September 1932), III, 279-81.

Reports basis of apportionment of \$1,402,121 to district junior colleges of California, or pro rata apportionment of \$87.18 per student in average daily attendance.

2255. CAMPBELL, DOAK S., "The Purposes of the Junior College," *Journal of the National Education Association* (October 1932), XXI, 221-22.

Summarizes investigations by McDowell, Koos, Whitney, and Campbell and discusses trends in published statements. "The tendency is for purposes of doubtful validity to disappear from junior college literature." Includes a half-tone of Holmby Junior College, Los Angeles.

2256. CAPEN, S. P., "Tendencies in University Curriculum Administration," *Association of Urban Universities, Eighteenth Annual Meeting*, 1931, pages 65-98.

Includes a discussion of the junior college.

2257. CLARK, LEONARD A., "An Analysis of Public Junior Colleges in Iowa," Minneapolis, 1930, 183 pages.

Unpublished Master's thesis at the University of Minnesota.

2258. CORTRIGHT, E. EVERETT, "Junior College Development in New England," *School and Society* (September 10, 1932), XXVI, 325-27.

Traces the early history of the movement in the New England states and its present status and prospects. Reports enrollment of over 2,500 students.

2259. CRAWFORD, STANTON C., "The Junior College Movement," *The Circle of Omicron Delta Kappa* (September 1932), XII, 7-9.

General discussion of the functions and growth of the junior college.

2260. EELLS, WALTER CROSBY, "An Outline of a Suggested Modification of the Plan of State Support for the District Junior Colleges of California," *California Quarterly of Secondary Education* (October 1932), VIII, 79-80.

Shows faults of the 1921 plan of distributing state support for district junior colleges and suggests a distribution of \$5,000 per junior college, \$800 per instructor, and \$50 per student in average daily attendance, and summarizes advantages and possibilities of such a system.

2261. ELLIFF, J. D., "Report on the Tulsa Experiment," *North Central Association Quarterly* (September 1932), VII, 182.

"Significant advances have been made during the past year in developing the Tulsa experiment, designed to do eventually fourteen years of general education in twelve . . . The Committee cordially recommends a continuance of the experiment."

2262. GALLOWAY, OSCAR F., "Higher Education for Negroes in Kentucky," Lexington, Kentucky, 1932, 184 pages, 40 tables, 2 figures.

Unpublished doctoral dissertation at the University of Kentucky. A survey of four institutions of higher education for Negroes, three of them operating as junior colleges. Published as *Bulletin of the Bureau of School Service, University of Kentucky*, Vol. V, No. 1, September 1932.

2263. GALLOWAY, OSCAR F., "Higher Education for Negroes in Kentucky," *Bulletin of the Bureau of School Service, University of Kentucky* (September 1932), Vol. V, No. 1, 133 pages.

Printed form of the author's doctoral dissertation at the University of Kentucky. See No. 2262.

2264. GILLENWATER, LESTER M., "The Mortality of the Junior College in the Southern States," Nashville, Tennessee, 1932, 83 pages, 7 tables, 6 fig-

ures. Includes a bibliography of 65 titles.

Unpublished Master's thesis at George Peabody College for Teachers. Treats history of all institutions in eleven southern states classed as junior colleges which passed from junior college status prior to 1931 and investigates reasons for the changes. Finds greater tendency among private junior colleges than public ones to change their names; greater tendency for institutions to close than to develop into four-year colleges or to change their names; and tendency is toward the co-educational type.

2265. HALE, WYATT W., "Assimilation, Success, and Attitude of Junior College Graduates in Higher Institutions," *Phi Delta Kappan* (October 1932), XV, 65-74, 12 tables, 10 figures.

Abstract of the author's dissertation for the degree of Doctor of Education at Stanford University. See No. 2209.

2266. HARRIS, ROBERT E., *Los Angeles Junior Collegian Style Book*, Second (Revised) Edition, Los Angeles Junior College, Los Angeles, 1932, 42 pages.

A revision with much greater detail of the 1931 Style Book of the same institution. See No. 2057.

2267. HAYDEN, F. S., "Administrative Problems of the Junior College," *California Quarterly of Secondary Education* (October 1932), VIII, 81-85.

Address before the Junior College Conference at the University of California at Los Angeles. Discusses the administrator's philosophy of education, the curriculum, personnel of the teaching staff, and the relationship of the junior college to the community.

2268. INTERNATIONAL MISSIONARY COUNCIL, "Christian Education in Japan—a Study," International Missionary Council, New York, 1932, 239 pages.

Report of a Commission on Christian education in Japan. Includes discussion of the junior college situation. See *Junior College Journal* (November 1932), III, 101.

2269. JENSON, GEORGE C., "An Analysis of the Report of the Carnegie Foundation Survey and Recommendations," *California Quarterly of Secondary Education* (October 1932), VIII, 58-67.

- Presents data and argument to show that the report fails in three main functions, to bring unity out of a non-unified system, to establish proper articulation between secondary and higher education, and to establish an equitable educational finance system for higher education. Criticizes the report for inadequacy of data, postponement of solutions to too many problems, assignment of solution of all major problems to a council with no administrative powers, and creation of a far too powerful state university system.
2270. JOHNSON, J. B., "The 1932 College Sophomore Testing Program," *Educational Record* (October 1932), XIII, 290-343.
- General summary and extensive tables covering 140 participating institutions, including 1,834 students in 17 junior colleges. (NOTE: Published summary states "17 junior colleges," but list of co-operating institutions includes names of 26 junior colleges listed in 1932 *Directory of Junior Colleges*, while several tables list 33 different junior colleges.)
2271. JOURNAL OF EDUCATION, "Junior College for Canal Zone" (September 5, 1932), CXV, 501.
- News of temporary building to be ready October 1, 1933.
2272. KERSEY, VIERLING, "An Appraisal of the Carnegie Foundation Survey of State Higher Education in California," *California Schools* (October 1932), III, 307-320.
- "(1) The report contains an excellent statement of the functions of the public school system on its several levels; (2) Some of the specific recommendations made in the report are entirely acceptable; other recommendations appear to be contrary to acceptable theory and practice in education; (3) Consideration of the report as a whole leads to the conclusion that if the recommendations are accepted *in toto*, the prevailing democratic characteristics of public education in California will be threatened, if not seriously and definitely impaired."
2273. KINNEY, J. M., "Junior College Mathematics," *School Science and Mathematics* (February 1931), XXXI, 124.
- Need for articles and papers dealing with such topics of junior college mathematics as suitable courses in mathematics, organization of subject matter, objectives, teaching techniques, objective tests, or any other topics of general interest.
2274. KOOS, LEONARD V., "A National Survey of Secondary Education—A Preliminary Summary," *North Central Association Quarterly* (September 1932), VII, 206-15.
- Includes discussion of the junior college aspects of the survey (p. 211).
2275. KOOS, L. V., *et al.*, "Report on the Kansas City, Missouri, Experiment," *North Central Association Quarterly* (September 1932), VII, 175-76.
- The experiment is being conducted with adequate safeguards. Recommendation that it be continued.
2276. KOOS, L. V., *et al.*, "Report on the Stephens College Experiment," *North Central Association Quarterly* (September 1932), VII, 177-78.
- Reports difficulty of securing sufficient number of students in last two years of high school for experimental results. Committee believes it unnecessary to supervise such experiments further and recommends that it be discharged.
2277. LENTZ, ALFRED E., "County Junior College Tuition Tax," *California Schools* (September 1932), III, 290.
- Summary of decision in case of *Pasadena Junior College District et al. vs. County of Los Angeles*.
2278. McCASH, I. N., "An Educational Adventure," *P.E.O. Record* (October 1932), XLIV, 4.
- Comments by the president of Phillips University upon the prospects and field of Cottey Junior College, Missouri.
2279. MELCHER, GEORGE B., "Report on the Kansas City, Missouri, Experiment," *North Central Association Quarterly* (September 1932), VII, 176-77.
- Report on the second year of the experiment to shorten the period usually devoted to work of the high school and of the junior college by one year.
2280. NORTH CAROLINA STATE DEPARTMENT, *Report of Commission on University Consolidation*, Raleigh, North Carolina, 1932, 100 pages.
- Includes report of the Commission on University Consolidation (Governor O. M. Gardner, Chairman) and Report of the Survey Committee (Guy S. Ford, F. L. McVey, and George A. Works). Recommends that the North Carolina State College at Raleigh become a junior college.

2281. PALMER, ARCHIE M., "Mergers, Consolidations, and Closures," *Bulletin of the Association of American Colleges* (November 1932), XVIII, 428-32.

Reports several reductions of four-year denominational colleges to junior college status.

2282. PEDERSON, LOIS, "The Status of Physical Education for Women in Fifty-five Public Junior Colleges," Lincoln, Nebraska, 1932, 13 tables, 2 figures, 82 pages, bibliography of 10 titles.

Unpublished Master's thesis at the University of Nebraska. Colleges studied varied in size from 26 to 3,200 students. Median size of departments, 437; range 10 to 900. Physical education compulsory in 40 of the colleges. Only six directors report Master's degrees. Teaching loads vary from 2 to 27 hours per week. Approximately half the colleges are making definite attempts to articulate their programs with those of their respective state universities.

2283. PETERSON, LYDIA MARIE, "Student Problems in a Denominational Junior College," Lincoln, Nebraska, 1932, 103 pages, 4 tables, bibliography of 9 titles.

Unpublished Master's thesis at the University of Nebraska. Data secured by personal interviews and student records. Total of 1,007 problems were classified under personal administration, personal problems, leisure time, and vocations. Three-fourths of all problems fall under first two classes. No significant differences found between sexes, resident and non-resident students, and students of denominations other than that of the college studied.

2284. PHI DELTA KAPPAN, "Junior College Graduates in Higher Institutions," *Phi Delta Kappan* (August 1932), XV, 47.

Brief summary of Part I of study by W. W. Hale. See No. 2265.

2285. PORTER, HOWARD R., "Photography, a Semi-Professional Course for the Junior College," Stanford University, California, 1932, 107 pages, 9 tables, 1 figure, bibliography of 32 titles.

Unpublished Master's thesis at Stanford University. Detailed analysis of the various branches of photography and construction of a two-year cur-

riculum, based in part upon information and suggestions furnished by 85 successful professional photographers in twenty-seven states.

2286. RICCIARDI, NICHOLAS, "Junior College Standards," *California Quarterly of Secondary Education* (October 1932), VIII, 89-93.

Paper presented at the Junior College Conference at the University of California at Los Angeles. Outlines the dual purpose of standards and sets up a tentative set of ten standards for the formation of junior college districts.

2287. RICCIARDI, NICHOLAS, "The Junior College Library," *California Schools* (October 1932), III, 342.

Review of Ermine Stone's *The Junior College Library*.

2288. SCHLAUGH, GUSTAV H., "A Study of Public Junior Colleges in Washington," Seattle, Washington, 1932, 182 pages, 53 tables, 2 figures, bibliography of 80 titles.

Unpublished doctoral dissertation at the University of Washington. Washington has no law recognizing the junior college, but has four "public" junior colleges financed by tuitions, with total curricular offerings of 333, 309, 245, and 308 quarter-hours of work. Nineteen additional possible junior college centers were examined on the basis of high-school enrollment and assessed valuation. Records made by junior college transfers in higher institutions show as good preparation for upper division work as done in the lower divisions of the higher institutions themselves.

2289. STEPHENS COLLEGE, Research Department, "Report on the Stephens College Experiment," *North Central Association Quarterly* (September 1932), VII, 178-82, 7 tables.

"As a result of five years of experimentation at Stephens College, we are quite certain that with the students who were enrolled with us and under the conditions and limitations under which we studied the problem there is no justification for the arbitrary line of demarcation between senior high school and junior college."

2290. STEVENS, DONNIE, "Cotey from a Student's Viewpoint," *P.E.O. Record* (October 1932), XLIV, 10-11.

A student's evaluation of the institution, following her graduation from it.

2291. STEVENS, MATILDA H., "A Mother's Viewpoint of Cottey College," *P.E.O. Record* (October 1932), XLIV, 8-9.

Favorable comments following a visit to the college.

2292. SUZZALLO, HENRY, "Discussion in Connection with Reports on Experiments," *North Central Association Quarterly* (September 1932), VII, 182-84.

Comments on various junior college experiments being carried on under the auspices of the North Central Association.

2293. SUZZALLO, HENRY (PRESIDENT), "State Higher Education in California," *Carnegie Foundation*, New York City, 1932, 8 tables, 7 figures, 135 pages (multigraphed).

Preliminary form of the Report of the Carnegie Foundation for the Advancement of Teaching and of the Recommendations of the Commission of Seven. See No. 2294, and *Junior College Journal* (October 1932), III, 30-46.

2294. SUZZALLO, HENRY, "State Higher Education in California," *State Printing Office*, Sacramento, California, 1932, 8 tables, 7 figures, 82 pages.

Printed form of No. 2293.

2295. TOUTON, FRANK C., "Theses Written in California Universities in Candidacy for Graduate Degrees in Education During the Academic Year 1931-1932," *California Quarterly of Secondary Education* (October 1932), VIII, 94-110.

Includes authors and titles of theses in the junior college field as follows: University of California, 1; Claremont Colleges, 2; University of Southern California, 14; Stanford University, 6.

2296. UNIVERSITY OF MINNESOTA, *The Junior College of the University of Minnesota*, Minneapolis, Minnesota, 1932, 14 pages.

A statement to the general faculty of the University by the Committee on Administrative Organization, preliminary to the organization of the Junior College.

2297. WALTER, ARTHUR, "A Proposed System of Junior Colleges for the State of California," *California Quarterly*

of Secondary Education (October 1932), VIII, 68-77, 3 tables, 2 figures.

Proposes a system of 37 district junior colleges so located that they would include 97 per cent of the high-school population and 97 per cent of the wealth of the state in contrast with the present situation where approximately 50 per cent of the high-school population and of the wealth of the state are found within existing districts.

2298. WEBB, PAUL E., "The Plan of the Carnegie Foundation for the Reorganization of Education in California," *California Quarterly of Secondary Education* (October 1932), VIII, 53-57.

General summary of the report of the Survey Commission. Summarized in *Junior College Journal* (October 1932), III, 30-37.

2299. WILLIAMS, L. J., "Problems of the Junior College" in *State of California Department of Education Bulletin*, No. 12 (June 15, 1932), pp. 69-74.

Summary of discussions at junior college section of the annual convention of secondary-school principals of California. Treats theories of education regarding junior colleges, junior college courses, administrative problems in junior colleges, junior college graduation, types of junior colleges, financing of junior colleges, and relations of the junior colleges with the state university.

NEW NAME CONTEMPLATED

Lutheran College, Sequin, Texas, is looking for a new name. In fact so anxious are they for a new name which will properly distinguish it from other Lutheran institutions and will indicate the true nature of this Texas junior college, that the Board of Regents are offering a prize for the best name suggested. The Board of Regents is preparing a new Charter and Constitution for the college, preparatory to the transfer of the property to the American Lutheran Church.

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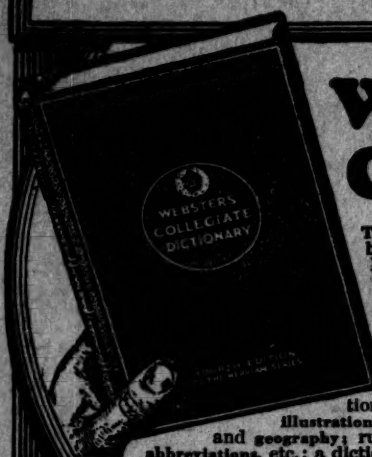
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